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ABSTRACT

A study examining Menominee high school students' attitudes towards formal education was conducted during May and June of 1969. A white male interviewed 83 students who were Menominee or had other tribal affiliations. Of those interviewed, 46 0/0 were female and 54 0/0 were male. All but 2 lived in Menominee County. The students responded to questions on parental attitudes toward education; parental contact with high school; student interest in academics; the relationship between formal education and adulthood; the use of study centers; tribal language and culture and their relationship to school; teachers; principals; guidance; student council; student involvement in school activities; and Indian and white peer relationships. Major findings were: (1) Menominee students characterized themselves as more friendly, more adventuresome, freer of parental control, more casual, more interested in happiness than success, and better athletics than Whites; (2) most of the Menominee students did not feel teachers were prejudiced; and (3) the majority of the students wanted both Menominee language and culture taught in high school. Data are shown in percentages along with excerpts of the interviews. A copy of the student handbook is in the appendix. (NQ)

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THE FORMAL EDUCATION OF MENOMINEE CHILDREN AT THE HIGH SCHOOL LEVEL: STUDENTS

by

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INTRODUCTION

Fieldwork Background

High School is one of the schools examined in the National Study of American Indian Education (N.S.A.I.E.). This report concerns only Menominee High School Students, a separate report (The Formal Education of Menominee Indian Children at the High School Level: Teachers) was published earlier; together they comprise a study of High School. Other reports on Menominee education include:

The Formal Education of Menominee Indian Children: Sociocultural and Socioeconomic Background Factors.

The Formal Education of Menominee Indian Children: Recent Educational Background Conditions.

School Teachers and the Education of Menominee Indian Children: A Study of Two Elementary Schools.

The Formal Education of Menominee Indian Children at the Middle School Level: Teachers.

Menominee Children: A Study of Two Elementary Schools.

A Parochial Education of Menominee Indian Children: A Study of One School.

Menominee Parents and the Education of Menominee Children.

The Formal Education of Menominee Children at the Middle School Level: Students.

Influential Persons and Menominee Education.

Summary Report on Menominee Indian Education: 1968-1970.

Fieldwork was conducted at High School during late May and early June of 1969. A white male interviewed students and collected other pertinent data. He made efforts to contact all Indian students and secure their cooperation in the N.S.A.I.E. Students who participated were interviewed during their study hall periods.

The fieldworker had several problems in High School. The timing of the study was not optimal for student participation: they were involved in final examinations, graduation, (etc.) and schedules were frequently changed making participation impossible for many students who indicated an interest in the study. The fieldworker commented:

> The first couple of days, I was concerned that the students weren't interested in the study and didn't want to participate. I think that must have been an initial reaction either of me or an attitude of the students initially. I seem to be getting nothing but cooperation now. The students who have said, "Please let me study now", are sincerely concerned about their studies and have asked for a delay because they wanted to study, not because they didn't want to participate.
>
> We are asking quite a bit of the students right now to participate in this survey and while I'm having difficulty finding some I appreciate their problems. Yesterday two girls asked if they could participate in the study sometime later because they were studying for tests. Today several students asked if they couldn't be scheduled at another time (probably next week) because of tests this week.

A week later the fieldworker noted:

> Tests continued to cause a problem as far as having a successful interview. Practically every student has two, three or more tests facing them between now and next Tuesday or Wednesday and are real concerned about studying. I think without exception every student has said I've got a test tomorrow--I've got a test next period. Some such thing as that. In view of this schedule I think that they have been very cooperative in spending as much time as they have with these interviews. Schedules always seem to be changing. These things must explain why some students didn't show up for interviews they have scheduled with me.

Generally the fieldworker had good cooperation from students and found them highly interested in the study. Some of his comments concerning students and their participation are presented below:

> An interesting side of a student I had previously interviewed: I met her in the hall after the interview. She came over to me and asked if I was a white man. I answered it to the affirmative. Then her question was, "Don't you get sick hearing the Indian students telling you that they don't like white people?"
>
> When I walked into a study hall to ask for [a student] another student said, "He's one of those guys that's making it with the Whites."
>
> When I got all done interviewing one student, she asked that the tape be destroyed in her presence. I ran the tape back and erased it. Before we started the interview, she was quite concerned about how the information was going to be used. I fully explained this to her but this was not on the tape. After I had explained it to her she was frank in her discussions with me. She was really concerned about the inadequacy of the teaching staff here, the prejudice in the school and that the school was backward as compared to the schools that she had attended previously.

The fieldworker felt the actions of a few teachers were passive aggresive attempts to prevent students from participating in the study or to make it more difficult for the fieldworker to do his job:

> I've noticed when I look for students in study hall a few teachers always called the names in a real low tone of voice. This is a real noisy study hall and in every case it seems to me that they call in a low tone, to, perhaps make it more difficult to get the students.
>
> While I waited to try to get some students out of one study hall, the teacher got most of the boys to go into the gym to help set up some chairs. Then he turned to me to see whether I had any names for him to call out for the interview. This had happened at least four times in the same study hall. It seems a rather strange way of acting when he knew the purpose for which I'm here.

The fieldworker summarized his problems in High School:

Four things involved the low percent of student contact [60% of total number of Indian students]. 1) The fact that there wasn't enough time to contact more students. 2) Several students were transferred to different study halls and the office records were not current. This made it extremely difficult to contact several students. As I said before I was finding it extremely difficult to locate two students out of a list of 15. [For example] one student asked to be scheduled. I'd been looking for him in the wrong study hall. I had scheduled him three times and he didn't show three times. This was why. 3) Tests and special scheduling during the last two weeks of school made it difficult for students to participate. 4) The attitudes of a few teachers complicated things.

Characteristics of Respondents

Efforts were made to interview as many students as were willing to participate in the N.S.A.I.E. In total, eighty-three (or about 60% of the total Indian population in High School) were interviewed. Forty-six percent were female, fifty-four percent were male:

Sex of Respondents

	Ninth	Tenth	Eleventh	Twelfth	Total
Females	9-38%	9-45%	12-75%	8-35%	38-46%
Males	15-63%	11-55%	4-25%	15-65%	45-54%

A breakdown of participants by grade level is presented below:

Grade Levels of Respondents

Ninth	Tenth	Eleventh	Twelfth	Total
24-29%	20-24%	16-19%	23-28%	83-100%

Most respondents (87%) were Menominee or had tribal affiliation(s) in addition to Menominee (12%). Only one student was not Menominee:

Tribal Membership of Respondents

	Ninth	Tenth	Eleventh	Twelfth	Total
Menominee	22-92%	18-90%	13-81%	19-83%	72-87%
Menominee/Chippewa		1-5%		1-4%	2-2%
Menominee/Iroquois		1-5%		1-4%	2-2%
Menominee/Oneida		2-8%		1-4%	3-4%
Menominee/Potawatomie			1-6%		1-1%
Menominee/Stockbridge/ Winnebago			1-6%		1-1%
Menominee/Winnebago			1-6%		1-1%
Chippewa				1-4%	1-1%

The fieldworker noted that the parents of a few students were not Menominee and had told their children not to participate in the N.S.A.I.E.:

> The parents of a few students did not want them to participate in the study because they were not Menominee but Oneida.

All but two participants lived in Menominee County. Residence patterns are summarized below:

Residence of Respondents

	Ninth	Tenth	Eleventh	Twelfth	Total
Menominee County					
Keshena	10-42%	9-45%	5-31%	7-30%	31-37%
Neopit	9-38%	7-35%	5-31%	9-39%	30-36%
South Branch	1-4%		1-6%		2-2%
Bear Trap Falls	1-4%				2-2%
Outside Keshena	1-4%	1-5%			2-2%
In the Country		3-15%	4-25%	7-30%	14-17%
Outside Menominee County					
Clintonville (Rural)	1-4%				1-1%
Shawano			1-6%		1-1%

Participants usually lived with their parents (85%). Twelve percent lived with grandparents, aunts and uncles, sisters, or in foster homes. Juniors (25%) and seniors (17%) were most likely to live away from home:

Living Situations

	Ninth	Tenth	Eleventh	Twelfth	Total
Parent(s)	22-92%	18-80%	12-75%	19-83%	
Grandparent(s)	1-4%	1-5%	1-6%		3-4%
Aunt/Uncle			2-13%	2-9%	4-5%
Sister				1-4%	1-1%
Foster parent(s)	1-4%	1-5%	1-6%	1-4%	4-5%

Most students (82%) had attended District Eight Schools [A and B were in Menominee County] or Parochial schools in Menominee County before transferring to High School. Menominee County had no High School or Middle School, although the Parochial schools provided education through the eighth grade. Usually respondents had attended District Eight schools located in Menominee County [Schools A or B] and/or Catholic Schools [Parochial I, Parochial II] for elementary education, transferred to the district Middle School or Junior High School [located outside Menominee County] for part of their secondary education, and completed their public education at High School. [In 196 , District Eight changed from a Junior High School (grades 7-9) to a Middle School (grades 6-8) program].

A few students had attended schools outside District Eight. These locations included other small towns in Wisconsin, other states and large cities (Chicago and Milwaukee were most frequently mentioned).

A chart summarizing the schools respondents had attended is presented on the following page:

Schools Attended

Students Who Attended District Eight Schools and Parochial Schools	Ninth	Tenth	Eleventh	Twelfth	Total
A,Middle School,High School	1-4%	2-10%	6-37%	4-17%	13-16%
B,Middle School, High School		3-15%	2-13%	5-22%	10-12%
Parochial I, Middle School, High School	2-8%	5-25%		4-17%	11-13%
Parochial II, Middle School, High School	1-4%	8-40%	2-13%	4-17%	15-18%
Parochial I, High School	1-4%	1-5%			2-2%
Parochial II, High School	7-29%			1-4%	8-10%
Parochial I, A, Middle School, High School	2-8%		2-13%		4-5%
Parochial II,B, Middle School, High School				1-4%	1-1%
Parochial I,II, High School	2-8%				2-2%
B,A, Middle School, High School	1-4%				1-1%
Gresham, High School				1-4%	1-1%
Students Who Attended Schools in District Eight and Outside					
B, Parochial I, Chicago, M.S., High School		1-5%			1-1%
Parochial II, Green Bay, Middle School, High			1-6%		1-1%
A,B, Milwaukee, Waubneau, Gillet,Shawano, High				1-4%	1-1%
A,B, Milwaukee, Middle, School, High School			1-6%	1-4%	2-2%
Chicago,Middle School, High School				1-4%	1-1%
Texas, Middle, High			1-6%		1-1%
P. I, Milwaukee, High	2-8%				2-2%
P. I, Chicago, High	1-4%				1-1%
Milwaukee, Michigan, High	1-4%				1-1%
P. I,Antigo, Milwaukee, High School	1-4%				1-1%
Milwaukee, Wash. State, High School	1-4%				1-1%
A,Chicago, Mississipi, High School	1-4%				1-1%
No Data			1		1-1%

PERCEPTION OF PARENTS COMMITMENT TO FORMAL EDUCATION

Parental Attitudes Toward Education

Twelve percent of the respondents felt their parents valued education somewhat. While students discussed aspects of school life at home good behavior(rather than learning or encouraging children) appeared to be their parent's primary concern:

> I just tell my parents about my grades and stuff. One time when I got suspended, my dad told me I was old enought and could quit school if I wanted to. I told him that I didn't want to quit..
> [Freshman]

> [I tell my parents] everything about school.[They say] not to get suspended. [Sophmore[]

In contrast, most Menominees (78%) believed their parents were strongly interested in formal education. Parents and children often discussed courses, academic performance, future education,school friendships and personnel and reactions to the total High School environment:

> My father says he feels very strongly about education. He says,"Well, you can quit if you want to, if that's the way you feel about school. We can't stop you." But he puts in in such a way where he's really saying,"Don't quit what ever you do. Don't do it. Education is very important." He has a very moving personality and he can tell you something without slapping you around. He says that education is very important for my future. [Freshman]

Well, my mother wants me to major in journalism. I want to major in psychology. That's what I think I'll go for. But I'm going to try journalism because I do write a lot and mom thinks I have an ability to write. I think it's too much of a strain writing. [Senior]

[I tell my parents] everything that's going on. That I like school. They want me to get the best education I can that's why they always push me. I'm thankful that they pushed me. [Senior]

They always tell me they wished they had gone through school. I should stay in school, because if they had a change they would have kept on going to school. [Freshman]

My grandparents [student lives with grandparents] didn't like it when a friend of mine quite school. They thought she might put that influence on me. I know my grandparents won't let me quit. They've already told me that. Sometimes I'd like to quit school or go to a different school. Sometimes it's the teachers and kids or sometimes just because I don't do my work that I want to quit. [Sophmore]

I tell [my parents] how I'm getting along. I show them all my papers, tell them what the teachers said and the grades I get. They urge me on terrifically. Like well, I'm going to college this summer and next fall I'll be going to the University of Pittsburgh. Things are pretty much set for me. [Senior]

I tell mom mostly how I'm doing, what goes on in school and a few of the incidents that happen. She tells me to go in my room and start on my work, that I have to make it all the way through high school and do my best, not cause any trouble, be friendly with everybody. She thinks it's really important for me to get an education. [Freshman]

Usually [I tell my parents about] getting tests, grades. [They say] it's important to get an education. They want me to finish high school and maybe go on to college. I am going to finish high school but I don't know about college though. [Freshman]

[My parents] want me to study hard and they said my studies come before everything else. [Sophmore]

> [My parents] tell me to stay in school. They want me to get something better than what they have now, they say. They just ask me if I'm getting along all right, if I'm doing all right in my grades. They want me to get an education. "You can't get along without it when you grow up," they say. [Junior]
>
> Oh, I tell [my parents] if I'm doing all right, but if I'm not I'll just kind of say nothing. I'll bring home some books. I have to show them my grade. My dad talks to me quite a bit. He'll tell me I can't go down to the recreation center or that I've got to stay home more often and bring home more books if my grades are low. They want me to do the best I can. My brother is down at Madison [University of Wisconsin] now. They want me to go to college like him. I tell my parents like how my friends are, what happens in sports and my school work and tests and things like that. They want me to finish high school and, if I can go to college. [Junior]

Sophmores were least likely to report strong parental interest in education.

Levels of Parental Commitment of Education

	Ninth	Tenth	Eleventh	Twelfth	Total
Somewhat interested	3-13%	3-15%	1-6%	3-13%	10-12%
Very interested	20-83%	14-70%	14-87%	18-78%	66-79%
No data	1-4%	3-15%	1-6%	2-13%	7-8%

Parents Contact with School

Half of the students indicated that their parents had not visited High School. Thirty percent (25) described parental school contact as "informal"; their parents attended sports events or banquets, open house, parent's night, concerts or came only to pay fees, enroll them, leave messages, or pick them up when ill.

A few students (12%) reported suspension or "trouble situations" as the only contact their parents had with High School. A parent of one student was on the district school board and formally involved in school affairs.

Parental Contact with School

	Ninth	Tenth	Eleventh	Twelfth	Total
Totals	16-67%	10-50%	8-50%	10-43%	44-53%
Trouble or Suspension	1-4%	4-20%	4-25%	1-4%	10-12%
Informal situations	7-29%	4-20%	3-18%	9-39%	25-30%
Open house			1-6%	2-9%	3-3%
Parents night	1-4%			1-4%	2-2%
Open house/suspension				1-4%	1-1%
Open house/sports events	2-8%	1-5%			3-3%
Concerts/trouble				1-4%	1-1%
Trouble/meetings		1-5%			1-1%
Sports events	2-8%	1-5%			3-3%
Sports events/Athletic Banquet				1-4%	1-1%
Athletic Banquet			1-6%		1-1%
Open house/Banquet/ Sports events				1-4%	1-1%
Concerts		1-5%			1-1%
Pay fees				1-4%	1-1%
To enroll student	1-4%				1-1%
When student ill	1-4%				1-1%
To leave messages			1-6%		1-1%
Formal - School Board Membership				1-4%	1-1%
No Data		2-10%	1-6%		3-4%

STUDENTS ATTITUDES TOWARD FORMAL EDUCATION

[My parents] want me to go on to college and get a job and then work for some company. I want to go to college. The future of the Indians lies in their young people. So I'd like to get a job and go back to [Menominee] county. But I don't know if there will be any jobs around there. [Junior]

[I'll go to school] until I can get a good career or a good-paying job. I think I'm going to try to go to college and be an engineer or something. [Freshman]

The attitude of [Menominee kids in High School] is something to see. They are so unsure of their worth that they don't apply [themselves] in school, or they're scornful of the whole thing. They think, "I'm smart why do I have to show them . What do they care?" Indians automatically think the teachers don't care about you. In actuality, I think that people <u>don't care one bit</u>. Indian kids like to raise hell in the school and they come from a different background and it's probably hard for them teacher and White kids to understand it.

[Interviewer: What changed your mind about education?] My sisters are in college. They tell me now important it is, how fun it is to really learn things. And sometimes when I really think about the ways I am treated in High School I want to come back and show them that Indians aren't stupid. [Senior]

I've goofed away my high school. So I have to go to junior college. After I'm finished there then I am going to the University of Wisconsin. By that time I'll have a solid education and can make it at the "U". Then I'll get my degree and come back here and teach. If I really dig teaching I'm going to get my masters and try and be principal up there [in Menominee County]. The little kids just see White teachers, if they saw Indians they might say, "I can make it. She did. [Senior]

I think I'm probably learning a lot in High School. In the future you need money. Going to High School you get it. [Freshman]

If I didn't go to school I'd have a hard time making it. There would really be nothing to do. If you weren't going to school it would just be dead anyhow. [Freshman]

I don't get enough out of school. It's hard to but .. well I just don't think I can work up to the way the other kids do. I've got White kids in my class. They really are a lot smarter. Some of the things you know you can't say. It's pretty hard to talk up because of this. [Junior]

I need to know what will be coming in the future : what will happen if I get a better education, what kind of education you are going to need. [Freshman]

Students Interest in the Academic Aspect of School

Varying levels of academic interest were expressed by Menominee students, however, none appeared totally disinterested. One-fourth held ambivalent attitudes toward course work. The attitudes of some teachers and White students often made Menominee students uncomfortable and was at the root of their ambivalence:

> [School is] not hard, it's just that I'm so slow in my work. Like Whites for they work so fast. I can do the work. I mean it's all right to do but it's just -- you have to go along so fast by doing it. I've noticed it since I moved over from junior high and went to this school. [Freshman]

> I like school, but sometimes the way the teachers and kids act I'd like to quit school or go to a different school. [Sophmore]

> In school here I don't like to get up and answer or nothing because I'm afraid of what I say even though I know it's right. I'm a chicken at that. Some classes I like to get up in, others I don't. [Junior]

Half the respondents were definitely interested in learning. They identified favorite courses as well as those disliked; and regularly participated in classroom activities (including discussion, volunteering in response to teachers' questions).

Eighteen percent were exceptionally interested in and committed to learning. They enjoyed classes taught by good teachers and challenging work. Criticism was directed toward poor teachers and boring classes. Students mentioned pursuing independent reading and learning outside school:

> Outside school I'm trying to learn math better. [Senior]

Levels of academic interests differed in each grade level. Ambivalent attitudes were most characteristic of sophmores and juniors. Seniors were most frequently "highly interested."

Levels of Academic Interest

	Ninth	Tenth	Eleventh	Twelfth	Total
Ambivalent	4-16%	7-35%	6-37%	4-17%	21-25%
Interested	17-71%	10-50%	7-43%	12-57%	46-55%
Highly interested	3-13%	3-15%	2-13%	7-30%	15-18%
No Data			1-6%		1-1%

Students identified the classes they especially liked and disliked History (19%), math (13%), home economics (12%), English (11%), physical education (11%), art (8%), and industrial arts (8%) were the most popular courses. Data on dislikes was sparce, however, math (5%) and science (5%) were most often disliked.

ATTITUDES TOWARD ACADEMIC COURSE WORK

	LIKED					DISLIKED				
	Ninth	Tenth	Eleven	Twelve	Total	Ninth	Tenth	Eleven	Twelve	Total
Phy ed/gym	6-25%		1-6%	2-9%	9-11%					
Sports		2-10%		2-9%	4-5%					
Gymnastics	1-4%				1-1%					
Music	--	--	--	--	--					
Band	--	--	--	--	--					
Chorus	--	--	--	--	--					
Industrial arts*	4-16%		1-6%	2-9%	7-8%					
Home Ec	4-16%		3-18%	3-13%	10-12%					
Art	1-4%	1-5%	3-18%	2-9%	7-8%					
Clerical Practice				1-4%	2-2%					
Distribute Ed		1-5%		1-4%	2-2%			1-6%		1-1%
Bookkeeping				1-4%	1-1%					
Typing		2-10%			2-2%					
English	1-4%	1-5%	5/31%	2-9%	9-11%					
Reading						1-4%			1-4%	2-2%
Journalism		1-5%			1-1%					
Math	5-21%		3-18%	3-13%	11-13%		1-5%		3-13%	4-5%
Algebra	1-4%	3-15%			4-5%	1-4%				1-1%
Geometry	--	--	--	--	--	--	--	--	--	--
Science			1-6%		1-1%	1-4%		1-6%	2-9%	4-5%
Biology		3-15%	1-6%		4-5%				1-4%	1-1%
Chemistry									1-4%	1-1%
American Problems				5-22%	5-6%				2-9%	2-2%
Social Studies		1-5%			1-1%					
History	8-33%	6-30%	1-6%	1-4%	16-19%	1-4%				1-1%
Geography		1-5%	2-13%		3-4%		1-5%			1-1%
All Classes		1-5%	1-6%	2-9%	4-5%					
Study Hall	1-4%			1-4%	2-2%				1-4%	1-1%
Learning		4-20%	2-13%		6-7%					
Sitting in Class									2-9%	2-2%
Nothing		1-5%	1-6%		2-2%			1-6%	1-4%	2-2%
No Data	1-4%	1-5%	1-6%	3-13%	6-7%		1-5%	1-6%	3-13%	5-6%

Perception of the Relationship between formal Education and Adulthood

Nearly all students believed they were "getting something out of school." Course content, social experience, and preparation for further education were frequently mentioned. Only one student felt education was an irrelevant aspect of his future.

Eighteen percent thought education could be or might be an important factor in adult life. However, they did not know how or why it could be important:

> I think I am getting an education in [High School]. I'm learning to cope with other people -- their problems and all. [Freshman]
>
> [Interviewer: What do you think you'r getting out of going to high school?] Maybe a better life. [Sophomore]
>
> I kinda think I'm getting a lot out of school then I think I don't. But I wouldn't know how to do anything if I quit. [Junior]
>
> I don't put much effort into school. I could be doing better but I really don't care. Education is important, I guess but I'm looking forward to graduation. [Junior]

In contrast, most students (78%) believed "a good education" would be very important in the future, for without it, jobs or "good jobs", could not be obtained:

> Well, an education is something that will get me some place in the future. And I need it because I want to be something and do something. [Freshman]
>
> I get a good education from going to school and you need that nowadays to make a living. [Sophomore]
>
> I'll have a better job than if I quit.
>
> I'm getting a better chance to get a better job and going on to school. [Junior]
>
> I get a lot of enjoyment out of school, you get to meet a lot of people and, I like being with people. I get to exercise my brain so I will know what to do when I get out of school...maybe put me in a better spot in society. [What are your plans for next year?] I'll be in a technical school. For architecture, residential design. [Senior].

When perceptions of the importance of formal education within each grade level were compared-- seniors (87%) were most likely to regard education as a vital aspect of their future.

The Affects of Formal Education on Adulthood

	Ninth	Tenth	Eleventh	Twelfth	Total
Irrelevant				1-4%	1-1%
Could be important	6-25%	4-20%	3-13%	2-9%	15-18%
Affects Employment opportunities	18-75%	15-75%	12-75%	20-87%	65-78%
No Data		1-5%	1-6%		2-2%

Educational Aspirations

All Menominee High School students planned to graduate from high school. Graduation would complete the education of seventeen percent, one-third were going to vocation school, twelve percent considered college and thirty-seven percent were definitely going to college. More boys (91%) than girls (74%) had educational aspirations beyond high school. Half the boys and one-fourth of the girls had definitely decided to pursue a college education.

Comparison of Boys and Girls Educational Aspirations

	Girls	Boys	Total
High School	10-26%	4-9%	14-17%
Vocational	9-24%	17-36%	26-31%
Possible College	8-21%	2-4%	10-12%
College	9-24%	22-49%	31-37%
As far as I can	1-2%		1-1%
No Data	1-2%		1-1%

Within grade levels sophomore, junior boys were most likely to attend college, seniors were least likely. In contrast senior girls were most often planning on college, sophomores were the least likely. Vocational education was most often sought by senior boys and sophmore girls. Further comparison are presented below:

Educational Aspirations of Menominees by grade level

	Less than High School	High School	Vocation	Possibly College	College	as far as I can	No Date
Ninth							
Females	--	1-11%	2-22%	3-33%	2-22%	1-11%	
Males	--	3-20%	4-27%	1-7%	7-47%		
Tenth							
Females		3-33%	3-33%	2-22%	1-11%		
Males			3-28%	1-9%	7-64%		
Eleventh							
Females		3-25%	3-25%	2-17%	3-25%		1-1%
Males		1-25%			3-75%		
Twelfth							
Females		3-37%	1-12%	1-12%	3-37%		
Males			10-66%		5-33%		
Total		14-17%	26-31%	10-12%	3-13%	1-1%	1-1%

Occupational Aspirations

The occupational aspirations of Menominee girls showed little variety. Nursing and secretarial work were the most frequent choices; other possibilities included: teaching, beautician, tailor, artist, model, singer, join the service, wife, clerk, data processor, computer clerk. A senior wanted to be a psychologist or journalist. One-fourth of the girls didn't know what they wanted to be.

Girls Occupational Choices

	Ninth	Tenth	Eleventh	Twelfth	Total
Psychologist or Journalist				1	1-2%
Teacher			1		1-2%
Nurse	3	2	1		6-16%
Nurse or data processor		1			1-2%
Nurse or Computer work		1			1-2%
Artist	1			1	2-5%
Artist, Musician or Fashion designer			1	1	2-5%
Secretary	1	1	1		3-8%
Office work				1	1-2%
Clerk			1		1-2%
Beautician			1		1-2%
Beautician or Trade			1		1-2%
Tailor			1		1-2%
Business work				1	1-2%
Model			1		1-2%
Singer	1				1-2%
Join the service			1		1-2%
Get married				1	1-2%
Work		1		1	2-5%
I don't know	3	3	1	1	8-21%

Male Menominee students showed greater variability, than girls, in occupational aspirations. Engineering, business administration or, teacher, welder, mechanic and armed services were their most frequent choices; others included architect, criminologist, forester, social work, residental design, sales management, electrician, drafting, mechinist, construction, truck driver, and millionaire. Only twelve percent did not identify an occupation in which they were interested.

MALES OCCUPATIONAL CHOICES

	Ninth	Tenth	Eleventh	Twelfth	Total
Architect		1			1-2%
Engineer	1	1	1		3-7%
Architect or engineer	1				1-1¢
Social worker		1			1-2%
Criminologist				2	2-4%
Business administrator				3	3-7%
Teacher	2	1			3-7%
Forestry/conservation	2				2-4%
Sales Management				1	1-2%
Electrician				1	1-2%
Residential design				1	1-2%
Engineer/drafting or Machine design				1	1-2%
Electronics or computer training				1	1-2%
Mechanist				1	1-2%
Mechanic		2		1	3-7%
Mechanic or Construction		1			1-2%
Welder				3	3-7%
Truck driver or work in woods	1				1-2%
Join the service	3		1		4-9%
"look for a job"	1				1-2%
millionaire		1			1-2%
I don't know	1	2	3		5-11%

Educational & Occupational Aspirations Menominee Girls

Ninth Grade			
High School Graduation	1	Don't Know	1
Vocational	2	Nurse	1
		Secretary	1
Possibly College	3	Nurse	1
		"take an art job"	1
		"don't know"	1
College	2	Nurse	1
		Don't know	1
"As far as I can"	1	Singer	1
Tenth Grade			
High School Graduation	3	I don't have any plans	2
		Work	1
Vocational	3	Nurse	2
		Nurse or IBM Data Processing	1
Possibly College	2	Secretary	1
		Don't know	1
College	1	Registered Nurse or Computer work	1
Eleventh Grade			
High School	3	Clerk in Store	1
		Don't know	1
		Join the service	1
Vocational	3	Beautician	1
		Beautician or learn a trade	1
		Go for Tailoring	1
Possibly College	2	Stenographer or Secretary	1
		Nurse	1
College	3	Elementary teacher	1
		Art, Music or fashion design	1
		Model	1
Twelfth Grade			
High School Graduation	3	Business job in Milwaukee	1
		Office work in Milwaukee	1
		Get married, maybe work	1
Vocational	1	work in Shawano later on	1
Possibly College	1	I don't know	1
College	1	Artist	1
	3	Psychologist or journalist	1
		Teacher	1

Education and occupational Aspirations of Menominee Males

Education			
Ninth Grade			
High School	3	Join the air force	2
		Join the Navey	1
Vocational	4	Mechanic	3
		Take up forestry	1
Possibly College	1	Look for a job	1
College	7	History teacher	2
		Engineer	1
		Truck driver or work in the woods	1
		Conservation	1
		Engineer or Architect	1
		I don't know	1
Tenth Grade			
Vocational	3	Mechanic	2
		Mechanic or Construction	1
Possibly College	1	I don't know	1
College	7	Architect	1
		Mechanical Engineer	1
		History or English Teacher	1
		Millionaire	1
		Sociology Major or Social Work	1
		I don't know yet	2
Eleventh Grade			
High School	1	I don't know	1
College	3	Engineer/math or science major	1
		go into the service then come back to county	1
		I don't know yet	1
Twelfth Grade			
Vocational	10	Machanist (I wanted to be a teacher but my grades are poor)	1
		Sales Management	1
		Welding	3
		Auto Mechanic	1
		Electrician	1
		Residential design	1
		Engineer, drafting, or Machine design	1
		Electronics or computer training	1
College	5	Criminologist, Work for FBI	2
		Business Administration	3

Study Centers

Two study centers (one in Neopit, the other in Keshena) were staffed by college students and a few District Eight teachers [from Middle School and High School]. Each was open three nights a week. Their function as an extension of Upward Bound, was to help Menominees with academic problems. The authors were interested in the frequency with which students used the facilities and their evaluations of them.

Sixty-four percent of the Menominees (74% of those asked about the Centers) used the study center in their town regularly. Twenty-three percent (28% of those asked) had never used the centers. Thirteen percent were not asked about the centers. At all grade levels at least half of the students used the centers. Freshman were least likely to use them.

Students Use of Study Centers

	Ninth	Tenth	Eleventh	Twelfth	Total
Used	12-50%	15-75%	11-68%	15-65%	53-64%
Not Used	12-50%	4-20%	1-6%	2-9%	19-23%
No Data		1-5%	4-25%	6-26%	11-13%

A freshman who had lived in Neopit and Keshena compared the two study centers:

> I used to go to the study center in Keshena a lot. I moved to Neopit in December to live with my grandfather. I have only gone to the study center in Neopit twice because it isn't well equipped like Keshena's and there are not many counselors that are tutoring. It wasn't worth going. I could study at home. I moved back to Keshena three weeks ago and I now go to the study center every time it is open.

Overall students gave very positive evaluations of the centers. They liked the kind of help it offered and the attitudes of the tutors:

> I usually go to the study center in Keshena when I have trouble with school work. I go up there every Tuesday and Thursday. It's a good place. I get my work completed and if I have problems I get help. [Sophmore]
>
> On Monday and Thursday nights I go up to the study center. It helped me learn how to do my math. I didn't understand how to do problems. Tutors worked them out and showed me how to do them. School is hard for me. [Junior]
>
> [The study center] really helped a lot. At home it's very seldom you could sit down and study because there are so many kids running around and you don't have your own place to study. It really helped a lot when you have the teachers right there. It's more personal in that school because then you could draw on them easily and you could really talk to them and get what you want to learn. It really was good. [Senior]
>
> I go down to the study center once in a while. They help me with my history. I passed a couple history tests with their help. [Freshman]
>
> Well, see, we have study centers down at Keshena on Monday, Wednesday and Thursday. If you have got any homework they go up there and there's some college students from Stevens Point down there who really help you a lot. [Sophmore]

> I go to the study center mostly every time I can. It's really good. Like I was going down in my history and I went down to the study center and I kind of went up a little bit again. [Junior]
>
> The centers are real good. [The tutors] help you with the hard stuff like bookkeeping, English, Biology. They help you figure the answer out yourself. I tell my friends to go. [Senior]
>
> I usually go up there [to the study center] every night when it is open. [Freshman]
>
> I go to the study center a lot. It is a pretty good place. You get a lot of help and understanding. I learned a lot. I didn't think I could have kept up with my grades if I didn't go there. In school you don't always have time to go to your teachers. At the center they have tutors from Stephens Point, they help, they substitute for a teacher. [Junior]

A few students hadn't found the centers helpful:

> I quit going to the study center because in some things like hard math they can't help you. And math is where I need the most help. [Senior]
>
> I used to go to [the study center] but then I quit. There was too much trouble there. Too many kids were fighting. I don't want to get in any trouble, so I just quit going there. [Freshman]

TRIBAL LANGUAGE AND CULTURE

I can speak a few words. I know how to communicate with an elderly person who can. My father and grandfather tried to teach me when I was young. [Freshman]

I know hardly anything about Menominees. I read the Keshena bulletin boards. It gives me a pretty good idea. People them days they was just gradually coming [Senior]

There are not many people that speak it [Menominee] anymore. My mom and dad don't speak it so much any more. We're being changed, you know.
[The school] has been telling us all the time, since we've been in grade school, that being Indian is backward. Now I'm beginning to realize there is nothing wrong with being Indian and the only way the Indian is going to better himself is to take pride in himself.
I know we [Menominees] have been shoved around. We have some of the so-called worst land in Wisconsin. Now that we got it people want to buy it up because it's some of the last virgin land left around. I don't think they [Menominees] should sell. I know the legend is that God gave us the land and that we are not suppose to mess around with it and waste it like we're doing now with this Lakes of the Menominees Project. I don't believe in it. [Junior]

The best place to learn about Menominees and [the language] is from the old people, they know it all. Schools don't. [Senior]

A course would help me get to understand the Indians better. I myself don't know much about them really. [Sophmore]

We can't let the Indian ways die out. I still try to keep up the culture and everything. My dad has lots of books on [Menominee culture]. And he's always telling us kids stories and everything. To learn just ask people who know about it [language and culture]. Like my dad has friends and they always talk in Menominee and then I am supposed to try to understand them when they ask for something. [Sophmore]

Oh, you pick up the language from the older people. They all see one another and they all fool around like that. You can pick it up pretty easy. It's mostly old people who do speak it. It could help the kids be prouder of their culture and everything to know Menominees. [Senior]

Tribal Language

Most high school students (70%) had some knowledge of Menominee but proficiency ranged from comprehending and speaking a few words to fluency. (The proficiency of most students laid between the two polarities). Most frequently, it was juniors and seniors who knew the language. Twenty-six percent of the respondents could neither speak nor understand Menominee.

Knowledge of Tribal Language

	None	Some	No Data
Ninth	6-25%	16-67%	2-8%
Tenth	7-35%	12-60%	1-5%
Eleventh	3-18%	12-75%	
Twelfth	5-22%	18-78%	
Total	22-26%	58-70%	3-4%

Most (69%) of the respondents who were learning Menominee spoke it with their parents (and in some cases with additional people - e.g. parents and grandparents). Relatives, "old people"[i.e. Menominees], friends and school were mentioned as other sources of knowledge.

Knowledge Sources of Menominee Language

	Ninth	Tenth	Eleventh	Twelfth	Total
Home	6-25%	9-45%	4-25%	14-61%	33-59%
Home/grandparents		1-5%		2-9%	3-5%
Home/aunt	1-4%				1-2%
Home/grandparents/old people				1-4%	1-2%
Home/friends	2-8%				2-3%
Home/other Menominees			1-6%		1-2%
Grandparent(s)	3-12%	1-5%	4-25%		8-13%
Great grandparent(s)			1-6%		1-2%
Old people			2-13%	2-9%	4-7%
Friends	2-8%	1-5%			3-5%
School	1-4%				1-2%
No Data	1-4%				1-2%

Most students (89%) valued tribal language and wanted to increase their knowledge. They regarded Menominee as an integral part of tribal culture and a great importance to them individually. Eight percent of the respondents regarded Menominee as a dead language and of no importance to them. They dodn't care whether or not they learned it.

Would you like to know the Menominee language? Well, I don't know because I don't know why they'd use it or, you know, how they'd use it. [Sophomore]

There is no meaning to Menominee because Indians speak English and not Indian, so why learn Indian? [Senior]

Attitudes Toward the Menominee Language

	Ninth	Tenth	Eleventh	Twelfth	Total
Indifferent		3-15%	2-13%	3-13%	8-10%
Very positive	24-100%	16-80%	14-87%	20-87%	4-89%
No Data		1-5%			1-1%

I think so it would be interesting [to learn Menominee]. I never had a foreign language or a different language besides American. [freshman]

I know some Menominee, not as much as I'd like to. Mom and dad [taught me]. We should learn it at home. [Senior]

It would help me understand the Menominee tribe better if I knew the language. My grandma and some old people who live in the county used to talk to us. It's best to learn Menominee from the people, the old people [freshman].

[Interviewer: Have you talked to quite a few of the older people in Menominee County who do speak the language?] The only one that does is my grandpa - he's 78-79 years old. He speaks English but he prefers to speak the Menominee. [Senior]

I think it would be good to learn Menominee because then it wouldn't die out. Most of these kids don't know how to talk it and they would like to, I know, that. There's enough kids in school to form a group. I know they would want it. [Freshman]

I know a couple of words like hello. I picked up Menominee in grade school. (Mother took classes, don't know much though. [Sophomore]

I don't know the language, too much now. I used to know it when I was small. My father used to teach me. He speaks Menominee and Chippewa. [Senior]

There are some real old people up there [in Menominee county]. I'd like to talk to them but they talk only Indian so I couldn't understand them. [Freshman]

Tribal Culture

I'd like to know how Menominees got to Wisconsin and then on a reservation. All about rivers. What they did. [Sophomore]

I learned the legends and background of Menominees from being a tour guide in the county. [Senior]

My aunt told me [about Menominees]. On the highway you read things on those placques and just kind of put a couple of things together and this is quite accurate. I could learn more by reading a couple of books. [Freshman]

I know that we were a peaceful tribe but when we did have to fight we were one of the strongest tribes in the state. I learned these things from books, people, and legends. I want to know more things about how every day life was, not just the big battles. It would help you out in your own life. [Senior]

Maybe when I get through school I would like to be a teacher and teach Indians. I could teach Menominee. My parents talk about Menominees and so do my friends. [Freshman]

I learned everything from my greatgrandmother. She couldn't speak any English. She would tell me to get her a glass of water or coffee or some candy. I'm brought up with Menominee culture. I know all kinds of legends...etc. [Junior]

Nearly all students (92%) knew something about their tribal culture -- dancing, legends, chiefs, crafts aspects of history but often the knowledge seemed fragmented and superficial.

	Ninth	Tenth	Eleventh	Twelfth	Total
No Knowledge	1-4%	3-15%			4 -5%
Some Knowledge	22-92%	13-80%	15-93%	23-100%	76-92%
No Data	1-4%	1-5%	1-6%		3-4%

Data on source of tribal knowledge was incomplete. None were available for one-third of the respondents who knew something about Menominee culture. Thirty-two percent of the students had obtained most of their information about Menominee culture from parents. Relatives, especially grandparents, were frequently mentioned. Other sources included "old people" [i.e. older Menominee person] pow wows, friends, books and Upward Bound.

Sources of Tribal Knowledge

	Ninth	Tenth	Eleventh	Twelfth	Total
Parents	3-14%	5-31%	3-20%	6-26%	16-21%
Parents/grandparents	2-9%	1-6%			3-4%
Parents/relatives/old people			1-6%		1-1%
Parents/old people/books				2-9%	2-2%
Parents/books		1-6%		1-4%	2-2%
Parents/friends	2-9%				
Parents/Upward Bound/ Powwows				2-9%	2-2%
Grandparents	2-9%	2-13%	2-13%	2-9%	8-10%
Grandparents/old people	1-4%				1-1%
Aunt or Uncle/books	2-9%				2-2%
Old people	1-4%				1-1%
Powwows/old people/ Upward Bound	1-4%	2-13%	3-20%	1-4%	7-9%
Books			1-6%	2-9%	3-4%
No Data	8-36%	6-37%	5-33%	7-30%	2-2%
Total	22	16-100%	15-100%	23-100%	26-34%

Nearly all students (94%) valued their culture highly and were eager to learn more about it. Three percent expressed ambivalance the importance of tribal culture and didn't care whether or not they learned about it.

Attitudes Toward Tribal Language

	Ninth	Tenth	Eleventh	Twelfth	Total
Indifferent		1-5%		2-13%	3-4%
Very Positive	24-100%	18-90%	16-100%	20-87%	78-94%
No Data		1-5%		1-4%	2-2%

Relationship Between School and Tribal Language and Culture

Forty percent of the respondents wanted both Menominee language and culture taught in high school. Seventeen percent preferred learning both aspects at home. Three percent felt home and school were both ideal environments for learning about all aspects of Menominee's culture. Half (55%) of the students wanted schools to teach one aspect (language or culture) but considered other places (home, "old people", etc.) more appropriate for learning the other aspect. These divisions included: language at home, culture in school (2%); language at school, culture at home (14%); language in school, culture from "old people"; and language at home, culture at home and in school (2%). One student felt "old people" were the best source for learning about language and culture -- another felt books were.

Students Preferences for Learning about Language and Culture

	Ninth	Tenth	Eleventh	Twelfth	Total
Language and culture in school	10-42%	5-25%	9-56%	9-39%	33-40%
Language & culture at home	2-8%	3-15%		9-39%	14-17%
Language: home/culture: school	2-8%	1-5%			2-2%
Language: school/culture: home	4-16%	6-30%	2-13%		12-14%
Language: school/culture: "old people"	4-16%				4-5%
Language and culture: home, school & "old people"			1-6%		1-1%
Language: home/culture; home & school			1-6%	2-13%	3-4%
Language & culture: home & school				2-13%	2-2%
Language & culture: "old people"	1-4%	1-5%			2-2%
Language: not interested/ culture; school			1-6%		1-2%
Language: no data/culture: school		1-5%	1-6%	1-4%	3-4%
Language & culture: books		1-5%			1-1%
No interest in language or culture		1-5%			1-1%
No Data		1-5%	1-6%		2-2%
Total	24-100%	20-100%	16-100%	23-100%	78-100%

Some student discussions of the desirability of teaching language and culture in school and suggestions for implementing this are presented on the following pages:

I would [like courses on Menominees in school.] Maybe not the language, but culture. Like they say Indians are the vanishing Americans, our way of life is just going down the drain now. The only ones who can speak the Menominee language now are the older people and I know some of the younger kids would like to get taught by their parents. There's no one better to teach them but their parents. If they could get interested in the culture then maybe try the language after that, it would be good. [Senior]

In school I think it would be nice if we could have an Indian teacher and some kind of a class where you could have an Indian culture. It would show white kids that Indians do have something. Some white people think that Indians are just plain dumb and that they don't really know anything. I think that if we had something that the kids could participate in, they could really understand the Indian. [Junior]

I just [want to] know some of the words or something like that. I'd kind of like [a course on Menominee culture]. It would give you more of your background. Like now you just don't really know where you came from or anything. [Interviewer: How do you think your friends react to a course like that?] I think a lot of them would like it. [Freshman]

[Interviewer: What do you think your friends would think about a course in language?] I don't know. I don't think they would take it, really. Some of them would. [Interviewer: Where do you think is the best place to learn something about the Menominee history, traditions, culture, things like that?] From your parents, like my mother and my aunts and stuff like that. They usually tell us things. [Sophomore]

Well in this particular school I think it would be all right [to have Menominee courses] because there are pretty many Indians going to school here. [Sophmore]

In school a course on Indian life would be great if everyone (white and Indian would agree to it). Most would agree. But would it be taught to Indian or Whites? [Senior]

I'm going to learn [everything] from my grandmother. [Freshman]

I wouldn't take [a course in Menominee culture] at school unless there was an Indian teaching it. You would get the facts from them, but not from a white teacher. [Junior]

I might like Menominee taught at school, but then I think it should be taught at home by the Indians. But in most cases they won't be taught at home because not very many of the parents know it either. [Freshman]

You know, we really don't have a culture up there and no one tells you, but my grandpa. He's a full-blooded Menominee. He can sit there and tell you all the things that happened a long time ago. He's told us about all the legends and about the spirit world. He used to sit around and tell us stories about it all. He still does. If you ask him, he'll tell you about it. And my dad does too, he's Menominee. Grandfather has been so sick for about a year now, and he will not go to a doctor. You can't make him. He said the spirits will help him. He used to live in an old log cabin and we always used to go up there every Sunday. My dad would take us there. Boy, it was great. No luxuries or nothing. You know, it was so good to go up there from being up in nice houses. [Senior]

In Upward Bound we had a course on American Indian history and we had some -- they gave us some papers that they got from the courthouse and things, you know. They gave them to us and I learned some off of those and some off of other sheets of paper. [Freshman]

I just can say a few words in Menominee but not that many. My Dad was kind of teasing us and there are different words for salt and pepper and different things like that. He teased us a lot and taught us some Menominee. Well, my mom's a guide for Menominee Trails in Keshena and she talks about it quite a bit and she's been telling me things since I was a little girl. [Sophomore]

I learned those from my grandparents. My father used to speak Menominee. That's all he would speak, now he can't say it at all. I know old Indian beliefs. My grandmother tells me all different kinds of stories. They are really interesting and it's kinda scarey too. [Senior]

I know most of my descendants and about some of the chiefs and that. How it was in the olden days. [Freshman]

I know about -- the chief of the Menominee, Chief Oshkosh, wasn't the real chief. I know that. I am one of the descendants of the real chief of the Menominee because the real chief's name was Chief -- they say it now Kanipua, but it was really, long ago, Akanipua. And the French people changed it to Kanipua. And that's my mother's maiden name and she told us, all of us, that we were descendants of the original chief of the Menominee. [Freshman]

It would be helpful, to learn more about my tribe. Outside school at a meeting or something is best. I don't think other kids [Whites] would be interested. [Senior]

They could probably teach it [Menominee culture] in school as a part of American history. Maybe it just doesn't tie in, but seriously what is more American than an Indian. [Freshman]

The library would be best to learn about Menominees. In school you can't tell how many kids would want to learn it. If you taught it in school it would probably be boring to many Indian kids. And to some who want to go on to school it would be interesting. [Senior]

I am proud I am an Indian.[A course in language] would give me more pride in knowing that I could speak my own language. [Junior]

I'm trying to get stuff from my grandma. I ask my grandma stories about them and she tells me all kinds. How they lived and everything. [Interviewer: Where do you think is the best place to learn more about the Menominee Indians?] Where they tell stories, I guess. Sitting around a table. [Freshman]

We should have Menominee stuff in art class and history. It should be brought out so people know how it is. My white friends would be interested, too. [Senior]

My history teacher said he would like to teach about the American Indian and that stuff. [Freshman]

A good class to take, like chiefs or legends would really be good. It would give you something to think on. [Senior]

[Interviewer: Do you think that history of other tribes should be taught in school?] Well, it is all related. I think it should be taught in school but the kids that take the course would have to be sincere about it. It should be a class you would choose to take. [Senior]

I think [the best place to learn about Menominee's culture] is from the people that lived long ago, like my grandfather. You sit around in a bunch and you talk and have your grandmother or grandfather tell you stories about these things. [Sophomore]

I think my friends [Indian and White] would really like to have a course on Menominees. Last year in Biology Indians and Whites went on a trip up to Menominee county. White kids really got a kick out of the falls, dutchman tower and all the places and going way in the woods - they found it really interesting. [Senior]

LIFE IN HIGH SCHOOL

Sketches of High School life taken from the interviews of six Menominee students are presented in the next few pages. Following these are more detailed analyses of students' perceptions of High School.

A Freshman's view of Life in Middle School

I don't like anything here too much. To me it's just a place to come, a place where I have to go every day and learn something. I don't feel like I can say, "Oh, this is my school, my school this and my school, that," because it's not my school. I don't feel as though I belong here with the rest of the [White] kids.

[Interviewer: Why do you feel that you don't belong?] No Indian is really given the feeling that they belong [in High School]. You can say, well, I belong in Menominee County. I belong in my house. I feel right in Menominee County and right in my house. But when you come here this is something altogether different. It's a building that you come to everyday. It's very empty. All feeling is gone. Emotion is gone. It's a place where you come to watch White people act snobbish to you all day long. It's a place where you come to where teachers are going to tell you something and if you don't listen you might as well not come to school at all because they aren't going to try to help you learn something. They are going to make it look like they are trying. You can't really pinpoint anything in this school. You can't come right out and say that teacher is trying to make it look like he's teaching me - because, he'll come up to you and say, "well, don't you remember that I taught you this and I taught you that." And they don't teach you. They try to make it look like they do, but they aren't.

You can't do anything about the way White kids act here. Sure, you can say, "Well, I think the kids act prejudiced". That's almost like whining, whining about something very childish. But that's still -- that's another thing that does bother you, the White kids. You go down the hall and they are looking at you like you're dirt. They are so nice to your face because they are terribly afraid of Indians. I don't blame them. Because if one of them came up to me and said something, I would probably turn around and smash that person for saying something rotten. They are afraid

of us but they can gossip behind our backs and so on. A few of my girlfriends are pregnant. There are a lot of White kids who come up and they say, "So where's so and so, and so and so," Then they give that look and, I don't know, I never know what to say to them.

[Interviewer: What do you do, do you just ignore statements like that?] No, I just look at them and I say, "Oh, you know where she is." They kind of laugh. To them it's a big joke.

[Interviewer: Why do you suppose that the White students are taking an attitude like that toward the Indian student?] Probably because an Indian is so ready to fight all the time. Probably because we aren't dressed as well as they are dressed. Probably because we are not as rich as they are. Probably because a lot of Indian people come down here and drink a lot. It doesn't look very good on the streets to see a drunken Indian but that's just the way they are. If they want to drink, so what. You can't say that there aren't any White people who haven't gotten drunk, really drunk and stoned so that they are laying in the gutters and everything. Right away if you see an Indian do it, that's it! Whites ask, are all Indians like that? And right away all Indians are like that.

[Interviewer: Well why do you think the teachers take the attitude that they take? You mentioned that they put on a show of teaching but aren't really teaching anything.] You can't teach an Indian just by telling him something in school. You have to go to them and get right down to something. You almost have to pound something into their heads. I don't know how I know that. I guess you just have to watch and listen to how an Indian talks . . .

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Two Sophmores Views of Life in Middle School

[I tell my parents] High School is sorta good, and in a way it's sorta bad. Last time I was sitting with some Indian friends in study hall. The teacher made us move. Some other guys who are not Indians, sit together and talk and everything. And the teachers don't even do nothing. As soon as it comes to us, they separate us and put us all over. We are most always the ones who get kicked out of school for three days, not the Whites.

There is a committee up at Keshena that knows about this already. [I haven't told anyone on the student council] They are trying to make the schools better

and trying to get us out of this school.

[Interviewer: Would you like that?] Yes, I'd rather go to Antigo. I have cousins who go up there and they say they are treated well and kids are friendly up there. Some White kids down here like to fight with Indians, and get Indians in trouble. When Whites fight nothing happens to them. Just Indians get kicked out. Some of the Whites just try to push [Indians] around. One day I was standing on the corner, there waiting for my cousin to come from his locker. One [White] guy came and pushed me out of the way. I didn't like that and he turned around and said a word to me. I didn't like what he said and I hit him. I got kicked out of school. He didn't. [My parents say] it's good that I do things and don't let guys shove me around, because if you let White guys shove you around they will think that you are weak. It's best to fight back if someone does anything to you. They brought it up to the principal. He didn't do much. He's not interested.

The principal doesn't do a good job. The school board is trying to get him out too because too many kids are getting kicked out of school He's not doing the right things.

Indians get a lot of detention here. I stay after school to make up time, too.

A teacher wants you to go to school, but when they get you they make you not like it by the way they are.

I learn more here, than in other schools I went to, but I'd change the way kids are taught here.

* * * * * * *

Probably about one or two teachers are prejudiced. Kids are prejudiced, but that's because they probably just got in a fight and got beat. A lot of [White] kids told me when I first meet them, "Well you're not as bad as I thought you were. You're not a standard Indian." Then they'd say everyone says Indians are bad and stuff like that. Like this one White guy, I've seen him around town a couple of times. He sat in the library at my table and I started talking to him. He came to my house and picked me up. We went out. He told me a lot of Whites told him to stay away from Indians -- they are bad, dirty. We heard the same thing when we were little, you know. White kids are really bad,

they are always picking on Indians. You come to school with that feeling, but it's not true.

When you first start classes teachers usually tell you to get a haircut. I remember one time a teacher kept me out of the library until I got a haircut. So I went to study hall every day, and was supposed to come,to her when I got a haircut. When I didn't come I was flunked. A week later the teacher came into the study hall. Lotsa White guys had long hair too. She came with a list and talked with the teacher and as soon as she left, the teacher said,"the following people get haircuts by tomorrow or else they'd get sent to the office." Us Indians went to the office and the principal said , "Either get a haircut or don't come to school. If you're over 16 why don't you just quit."

[Interviewer: They tell you guys to quit in the office?] Yes, like a couple of guys forgot something and he asks,"Are all of you over 16"? They say, "Yes". He says, "You guys can quit school. You don't have to come here if you don't want to. Either obey the rules or get out of school." Well, I probably shouldn't say this, but most of the janitors say the principal is just trying to get himself built up in the community.

[Interviewer: Do you think maybe they are too strict in the school this year?] Yes. In student council they tried to pass a rule [allowing] students to set up their own rules, providing the administration ok's it. Then if a student violated these rules he would be sent before a student committee and the committee, not the teachers could decide [what to do]. But the teachers wouldn't allow it. I'm in journalism class and I wrote an editorial to the student council. They read it before the student council and the principal just threw it out.

[Interviewer: Why do you think that the teachers and principal don't pay any attention to the student council?] My impression of it is that the principal runs the school mostly. Because everytime the student council comes up with something he says, "no". At the beginning of the year I know almost every kid in school signed petitions to have long hair. He wouldn't even take them before the school board. He just threw them away and when the committee took them in there they had a stack about this big, and took them in there and he threw them in his wastebasked and told them to go to class. I don't think that's right.

[Interviewer: How much influence do you think the school board has over the principal?] I think they have quite a bit but like the school board is made up of mostly older people and they go with the dresscode maybe of 10-15 years ago. I figure there will always be trouble about that. I went to school in Chicago and there was a dresscode but it wasn't real strict. The kids could wear their hair long. I never saw any trouble there. I went there about four months and I never saw anything happen.

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Two Juniors Views of Life in Middle School

High School is run like a prison. Us Indian kids were used to running around out in the woods. We were raised like that. Like at Parochial school you could go out in the woods. They had rocks and everything around. But you only got a little space -- see that little circle, out in front by the flag, you can only go out there.

A change in dress code would make students feel more at home, more like they belong here instead of just dressing up and coming like a robot or something. If I were running it for the sake of the Indians, I'd try to get a counselor who understands Indians. The counselors here, they don't know much about us.

Some of the teachers get on my nerves. I get in trouble, sometimes I get mouthy or something. When I get mad, I really get mad. Teachers send me down to the office and I hate them ever since then. That's how it is everyday in some classes. I get kicked out of one study hall for talking. A teacher may just choose me and a couple other guys to set and example and kick us out. We got detention on account of that. I don't like this teacher since that. I haven't liked her since then.

Some teachers are prejudiced. This one teacher was always talking about "functionally illiterate Indians". That's what he considered me because I didn't try. He thought I was stupid. I know I had the ability, I just didn't feel like working with those White kids then because they looked down on me. I'd just sit in the room and kinda sulk. He was always talking about how stupid Indians were and how hard a time you had teaching them. He didn't think I knew what he said. But I sat back there taking it all in. A couple times I was going to get up and walk out. I didn't. I would have gotten kicked out for that, I know that.

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There will be an incident when [an Indian kid] will say a teacher is prejudiced or something. I'll talk to my mother about it. I usually say it's because the kids are looking for the prejudice, not really because the teacher is prejudiced. If you look for prejudice in anything you can find it. This is a real good school. It has good teachers and everything.

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A Senior's View of Life in High School

The principal is too strict. We're like little kids, can't go out of the yard or anything. You can't do a thing. He don't trust anyone. Maybe some kids spoiled it for us, but he should give us a chance anyway. The rules are more strict this year. Why? They said 9th graders would be coming over here that there were too many kids running around. Last year all the seniors got to run around on the last day and now this year we gotta stay around here. Can't go home and get ready for graduation night.

It's hard for kids from Menominee County to get here for suspension and detention and clubs. I think there's quite a bit of prejudice down here. We had that "riot" in the fall here (did you hear about that) that time and we almost got what we wanted open campus and that. All the parents agreed with all of us kids who did that but they won't do anything about it. And suspension, they suspend you for any little thing you do around here, and those office workers are so near. I'm scared to even go in to use the phone. I'm scared they'll holler at me.

[Interviewer: You mean in the principal's office?] Yes. They're prejudiced in there. They really are. [Isn't one of the girls an Indian?] Yes, but you know she don't care. She's mean in there too. It's hard to work in there and everything. She changed but you don't have to be that mean. You can tell when someone is picking on you. And that's what teachers around here do, they just pick on one certain person and haul him to the office. And the office will always believe the teacher, they don't give a darn what you say.

[Interviewer: Did you feel prejudiced against you personally?] They didn't really bother me much. There was this one teacher who kept picking on me and picking on me and I was accused of breaking an iron that just fell down. She kept after me and after me. I got my parents to come down here and talk it over with her. And after she knew my parents cared she was nice to me. But they think Menominee parents and students don't care. But when your parents come down, they know they care and then they pay some attention.

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Overall Evaluation of High School

Students were asked to evaluate High School by comparing it to other schools they had attended. One-third regarded High School as the "worst" school. Forty-two percent thought it was "about the same" as other schools, but discussed some negative aspects of their experience in High School. Twenty-two percent believed High School was somewhat "better" than other schools they had attended.

Negative evaluations were most frequently made by sophmore and juniors and seniors while freshmen were most likely to give positive assessments of High School.

Evaluations of High School

	Ninth	Tenth	Eleventh	Twelfth	Total
Worse than other schools	4-16%	8-40%	6-37%	8-35%	26-31%
About the same as other schools	12-50%	8-40%	5-31%	10-43%	35-42%
Better than other schools	7-29%	4-20%	3-18%	4-17%	18-22%
No Data	1-4%		2-13%	1-4%	4-5%

Negative aspects of High School Menominee students discussed included: unequal treatment of Indians and Whites; frequent suspension of Indians, but not White students; rigidity of rules [dresscode, closed campus]; prejudice of teachers, principal and White students toward Menominees ; teacher quality ; powerlessness of Student Council; poor guidance counselors and curriculum. Selected comments are presented below:

> I'd say there is a lot of difference between this school and [School B]. Up at [School B] there was all one kind of kids, Indians. Down here there are two different kinds and they don't get along very well. Up there, there were White teachers but you got along real good with them. I liked going to school there better. In eighth grade I went to a different school, O'Connell for a little while. It was real different there too. I got along good there and I liked going to school. [Sophmore girl]

Sometimes when you come to school and the way that some teachers treat you. I mean the, right away you don't do anything and they start telling you what to do and stuff. Well, sometimes some kids they are snotty and stuff like that and they don't listen to them and they talk back and stuff like that. [Freshman]

I was a member of Student Council for three years. I don't think it has been very effective. When they try to get something, like maybe change the dress-code, it's got to go through so many channels. Like it's got to go through the principal, the superintendent that nothing happens. For the past three years I've been here I don't really think they have done too much. I think [the Student Council] could stand more authority. For example, the dresscode was made in 1959 and that's 10 years ago and times change you know. The principal here, he doesn't want to see it that way. [The Student Council] tried to change it -- so that things could be worn but we didn't get anywhere. [Senior]

I don't think the present principal should be running the school. He's not well liked or liked by hardly anybody. He's too strict. He sticks to the book. He don't make any exceptions. He'll kick you out for the littlest reason. He likes throwing his weight around. When the assistant principal was in charge of suspensions, you'd get in there and tell him how and what happened and why you did it. If you had a good reason for doing it he'd just give you another chance. The principal will throw you out right away, so that's why everybody hated him. He always wants you to cut your hair. He's after you all the time. I can see that but not everytime hair is sticking over your collar. He's too strict, he thinks every-one should look like him. He's trying to make all the students look the same so when people come they give all the credit to the principal. But I believe students should be how they want and what they want, within some rules of course [Junior]

The teaching methods here are more advanced than other schools, but what is taught is far behind other schools [Senior]

I learned more at Parochial II because I knew the teacher and she knew me and what I could do. She'd drive me on to do more. Here they don't care if you pass or flunk. When kids find out they aren't doing good, they almost all give up. They don't try harder, well Indian kids anyway. That was why I did so bad in Junior high. I wasn't used to that kind of schooling. Now that I think back, if I would have tried, I could have done a lot better, and gotten A's and B's. Instead I got D's and F's. My grades are coming up. Next year I'll work even harder. I'm trying for a couple scholarships. I think I'll make it. [Senior]

I don't like school this year. It's more strict than it was last year. We used to have open campus. And everyone liked to go out. Some people liked to go off campus and smoke but this year they can't. So they have to sneak somehow. [Senior]

We wore beaded headbands. The principal stopped us. He said we couldn't wear them and that wearing them is a fad. If you wear a terribly terribly short skirt its maybe distracting to other kids but I don't see where a head band is so terrible. You have to have special clothes for school, that's not right, some people can't afford them. I remember my brother when I was younger we were poor, mom couldn't afford to buy him dress pants that's what you had to wear. He wore levis to school. He had to sit in study hall all day, things like that have got to go. [Senior]

High School is different from Gresham. There is no prejudice there. Here it is more open. You can get more individual help at Gresham. I don't like the way people act to you. It stops a lot of kids from coming to school [Junior]

Students based positive evaluations of High School on the variety of classes and extra curricular opportunities to meet more people and high teaching quality. Selected comments are presented below:

There's a lot more you can do here than you could do at Middle School. It's sort of -- a little more modern, anyhow. I like it better [Sophmore]

I get more out of it than I did at Parochial. We didn't have too much science or history there. [Junior]

> It's a lot different in High School. You have to buckle down here and work hard. Sometimes if I want to learn it comes easy, but sometimes I get these urges to fool around and I have to push myself. The classes are much better here than at the other schools. [Freshman]

> I got to know White persons better and learned to talk different [by going to High School.] [Senior]

> [This school] beats the other schools I went to. The things it has to offer like machine shop and other classes are better. But really, I'd rather go to a smaller school. [Senior]

Student evaluations of High School's teachers, its principal and rules, guidance services, student council, social activities and, Indian and White peer relationships are presented in the remainder of this section. Appendix I, High School Student Handbook, provides both a background and a framework for readers.

Teachers

The study hall teacher thought I skipped out of study hall... but I didn't. I explained it to the teachers but they didn't believe me. Teachers give us boring things. Teachers pick on Indians mostly. They don't like Indians. [Freshman]

Teachers look for Indian kids who skip out of study hall. They don't bother about White kids skipping. Teachers are not getting through to too many Indian kids. You have to stand out and be noticed or the teachers won't help you much. . [Junior]

I'm scared to ask the teachers for help. [Freshman]

Some teachers just don't understand you. They're ready to rush ahead without listening to you. Like most White people or something, are not really listening to you all the time. I suppose it could probably be prejudice. Not for all of them though. This one particular teacher just doesn't really give [Indians] any chance. I mean he'll always call on somebody else to do anything, but very seldom does he call on any Indians in that class. He just doesn't listen to us Indians or anything we say. I think teachers pretty much teach like they are supposed to, but also I think they should try to understand a person for what he is and try to give him all the help possible. [Freshman]

[Interviewer: What is a teacher's job?] To teach the student and give him knowledge. I think most teachers do their job well, except for my history teacher which I don't care for too much.

[Have you ever stood up for a friend against a teacher?] Well, the Indian friends I have when we are in a classroom we don't try to make trouble because we are in the class for a purpose. If you stay on the right side of the fence you are all right.

[What is the attitude of most of the teachers toward Indian students here?] I have to say that they try to treat everybody equal, that's my opinion but I never tried to get in trouble or anything. But there are a lot of Indians that get in trouble and when you talk to them they say "he's prejudiced" or something. I really couldn't say because I try to get along good with everybody.

There are some groups of Indian kids [who] are anti teachers. They say [teachers] don't like Indians. So what if they don't like Indians. I suppose there are people like that all over. [Senior]

If you fool around, I don't blame teachers if they don't like you. [Freshman]

I don't think it's any of my business to say anything about [teachers]. Because after all they graduated from college. [Junior]

High School students were asked to evaluate the quality of teachers. In addition many comments about teacher prejudice, described confrontations and high tension levels between students and teachers. Twenty percent disliked some or all of their teachers. Over half (60%) of the students, and 80% of those who commented about prejudice, believed some or all High School teachers were prejudiced. Fifteen percent [20% of those who commented] felt none of their teachers were prejudiced. Some Menominees separated what they labeled teacher's "prejudiced behavior" from evaluation of "teacher quality."

Forty-one percent of the respondents felt their teachers were "poor". Some discussions of teacher quality are presented below:

> The last school I went to I got kind of low grades. Like last year I was supposed to be one of the better students. If I got a "C" or a "D" the teachers would help, they'd make me work harder. And here if you get a "D" they won't tell you anything. If I start to fall behind in my grades sometimes I need somebody to kind of help me out a little bit. Teachers don't do that here. They'll just give you the bad grade and they don't think what -- they just give it to you. [Freshman]
>
> I tell Mom about some of these teachers that get on your nerves. Like this one. Everyday that I go out she puts someone in my chair. Or, if there are only two places on the team so I go sit over there and she calls me and puts me in a different team.
>
> Half the class won't be listening or paying attention. They go on talking to somebody else. If you ask teachers what the question is, they only work the problem, they don't explain. [Senior]
>
> Teachers around here just teach and that's all. Most aren't good. They just teach and give you the stuff you have to do, and that's all. They don't give you personal help. All the teachers, my goodness, they just watch whatever you do. They are just right there, right there to holler at you if you do anything--the least little thing--wrong. That's what I don't like. If you forget your book [in study hall] wow! Like walk into class and you just forget your book once, like I did, and the teachers will say, "where's your book" and holler at you right in front of the kids. You'll say "I forgot it in my locker." "Well, go get it", they'll holler at you real loud in front of the class. You get embarrassed. [Sophmore]

> Some teachers don't understand Indian students behavior and the way we think. [Senior]
>
> My math teacher tells me to do work. He doesn't show us how to do the first problems or something. [Freshman]
>
> Some of the teachers are bad. They don't know how to handle the class. They should let kids run the class or they should run it and discipline kids. [Senior]
>
> Teachers always want you to do what they want. If you have something that you want to do they won't let you. They want it done their way. [Junior]
>
> [High School teachers] are worse. The teachers are always after you. Like Mrs. __ she doesn't like Indians. If they talk a little bit she'll kick them out. [Freshman]
>
> Teachers [are poor]. They have a lot of indifference. A dedicated teacher is hard to find. Maybe they had a hard day by the time they get to you and are tired. You can't expect every teacher to be great. [Senior]
>
> Teachers teach you stuff that you already learned. Not stuff that you don't hardly know about. Most are not good. They should teach us new stuff. Most are prejudiced. If you are sitting in one place, they make you move to another place and you talk a little bit, she will move you to a different place. [Another teacher makes] only Indians go to the office if they do something. [Freshman]

Thirty-one percent of the students regarded their teachers as 'bkay." In their opinions teachers were neither good nor poor:

> Some of them do okay. Some of them don't. Like my 8th hour teacher. All you have to do is show up for roll-call and then she doesn't care what you do for the rest of the period. She'll give you an assignment Monday; like do lesson two and three and read a chapter. All you have to do is cut out little articles from newspapers and paste them on a piece of paper. That's all you do all week. [Sophmore]

> Most are okay. Some teachers don't explain things. I don't like the way they act. They don't explain things the way they should. [Freshman]

> Well, when most teachers do their job, they really don't care. Like on Monday we went up and asked the teacher to show us a problem. He said, "I showed you it," but he didn't explain it. It doesn't give anything by just looking at the problem if you can't get it explained. He didn't bother to show us how to do it. [Senior]

> Most did okay. None are too good. [They] just showed you how to do something and expected you to do it. They should have spent more time. [Senior]

One-fourth of the Menominees thought their teachers were "pretty good." Most of these students did not feel teachers were prejudiced. Three percent mentioned "teachers" as something they especially liked about High School.

> The teachers I have are all really easygoing. They've got a good sense of humor. They can go along with a class joke and then sort of buckle down when they have to. [Sophmore]

> [The teachers are]real good. Last year's algebra teacher kicked me out. I tried hard and couldn't get it. He'd holler at me and get mad cause I couldn't get it. I dropped the class. Two others had the same problem. They were White. [Senior]

> The teachers are pretty good. They explain a lot more here. In Washington, I only had a couple of teachers that were like that. Here some teachers try to be with the times and teach like the kids would like it. But they should get to know the kids a lot better. They act like they don't know any of them. [Freshman]

Sophmores and juniors were most likely to rate teachers as "poor", seniors were most likely to rate them "pretty good."

Evaluation of Teacher Quality

	Ninth	Tenth	Eleventh	Twelfth	Total
Poor	10-42%	10-50%	8-50%	6-26%	34-41%
Okay	11-46%	4-20%	6-37%	5-22%	26-31%
Pretty good	3-13%	6-30%	1-6%	10-43%	20-24%
No Data			1-6%	2-9%	3-4%

Most Menominees perceived considerable tension existing between themselves and their teachers. Many incidents of confrontation with teachers or clashes between friends and teachers were described. The nature of these incidents was varied including: teacher's unequal enforcement of rules [especially dresscode], Indians being kicked out of class more often than Whites, unequal access to teacher's help, and teachers hitting or pushing Indian students. Some students felt that when their parents came to school on their behalf "things got worse", others felt "things got better". Additionally, many students believed teachers did not understand, or even tried to understand Menominees, but instead [openly or covertly] perceived them as "dumb trouble makers." Several students were angered because they weren't allowed to wear beaded headbands. Other students complained that some teachers criticized them for "hanging around Indians." A collage of students' statements are presented on the following pages:

> Teachers around here, they don't listen to you. [They] don't like Indians. In study hall if there are some Indian kids sitting at a table talking and at another table some White kids sitting talking, the teacher will tell the Indians to go stand out in the hall. But not the Whites. She will tell them to be quiet. Another teacher accused [an Indian] girl of talking during a test. She sat along side of me. The pen had fallen off the desk and she had asked me to pick it up for her. I picked it up. The teacher saw it. The teacher told the girl to hand in her paper and that she would get an "F". After class I talked to the teacher and said that [the Indian girl] just wanted her pen. I

get along with this teacher pretty good. So she took my word for it. You don't learn in some classes, some teachers are prejudiced. In art class last week something happened. My friend and I sit together in class. We were shooting these spitballs around with rubber bands. The teacher caught me. He came over there and said, "Give me that rubber band." I didn't give it to him because I needed it for one of my books. I said, "I won't shoot them around any more. The teacher said, "You have to sweep the floor." I thought it wasn't right for me to sweep the floor. White kids were shooting spitballs too. So I told him, "no." If I was the only one doing it, I would have. The teacher sent me to the guidance office. My other friends were shooting them too but I didn't tell on them. I got down there and [the counselors] started hollering at me. I told them that I would not sweep the floor. My girlfriends came down to back me up. I told the guidance counselor I was not going to sweep the floor because there were White kids [shooting spitballs]too. The counselor was kinda surprised about it because the teacher hadn't told him about the White kids doing it too. He said I didn't have to sweep the floor. We got the teacher in there. We sat down to talk and she didn't know what to say about it. I asked the teacher, "How come you didn't blame the other kids." He said he didn't see them. My girlfriend said after I walked out the room, a White kid shot one up by his desk. The teacher saw him and knew who it was, but didn't say anything to him about it.

My dad was mad about this and thought he should come to school and find out why I got punished for it. He talked to the assistant principal about it. I didn't have to sweep the floor. [Junior]

There is discrimination. It's not too bad just people here and there. I hang around with different groups but many Indians have problems. I can't point out exactly why it has something to do with where you live maybe. Teachers seem to get on Indians who just hang around with Indians. [Senior]

We were in study hall and the kids when they went out of study hall used to turn out the lights and this one guy who was with me, he turned them out once before and the teacher saw him but you know there was a lot of congestion in the hall and he didn't see him. The next day I told him how he made an announcement saying that anyone who was caught would be sent to the office so we just laughed and we used to have a lot of fun in study hall. One day we went out and someone turned out the lights and they blamed him and the teacher stopped him in the hall and slapped him. He didn't say anything, he just turned around and slapped him and this guy was going to fight back with him and I told him to forget it, you're just going to get kicked out of school so then after a bunch of kids were standing around and the teacher went into his room so about seven or eight guys went in and told the teacher we couldn't do anything in school but we know we could get him after school because he gave us a rough time most of the time. So that teacher never bothered us anymore. [Sophmore]

Seats weren't assigned in study hall. The teacher told me to go sit in a certain chair by some girls. I didn't go. I told her I didn't want to go. She sent me to the office. The principal kicked me out. [Junior]

Well some teachers are prejudiced they act funny towards you, because you are an Indian. They know you are an Indian and they treat you funny. I mean, they treat the White kids better. But some teacher treat the kids all alike. Like once I aked this teacher if he could help me and I asked him, "how do you do this?" He said, "figure it out." He just walked away. [Freshman]

[I stood up for friends against teachers] several times. In home economics the sewing machine my friend was using broke. The teacher accused her of breaking it on purpose. I told her [my friend] didn't.

In study hall some of us Indians were sitting at a table. We weren't laughing. At the next table Whites were fooling around. The teacher told us to move. We said,"no, because the White kids are laughing and you don't ask them to move." He [the teacher] got mad. We said we'd move if the Whites did. He said if we didn't move he was going to take us to the office. The Whites moved so we did. [Junior]

In the lunch line Indians and Whites'had their tails [out of their shirts]. The Whites tails were longer. The teacher said to the Indian "tuck in your tails". She [the Indian] said, "Look at the White kids.Their's are longer than mine. The teacher said, "I caught you, not her" and walked away. Indians feel Whites get a better deal at High School. [Senior]

I'm not going to stay in [___ class] once more because I can't stand the teacher. He keeps getting on my nerves. I keep getting more nervous and everything. Some teachers descriminate against Indians. I don't know why, because maybe the skin. I suppose some [Indian students] say teachers are nice. I don't think so. It seems like they are always picking on one person -- that really gets me. So when they say something to me I just speak out. Then they just look at me in (I don't know) some crazy way.

[Interviewer: Have they ever done anything to you, personally when you don't think they should have?] One teacher always complained that I always hung around Indian people. I got mad that day and I told her off. Then when I was walking out she called me a name. I just got mad and then ruined it right there. She didn't have to call me that name. I told my mom. My ma said, "If she wants to call you names you just speak your mind." [Freshman]

When you go into class sometimes the teachers will look around when they are taking absences. Like once this teacher marked [an Indian friend] absent, and said she had skipped that class. The friend said she was "here" the teacher didn't believe her. I said, "she was here because I came in with her." The teacher finally came to believe us. The teacher is not prejudiced. He gets along with all the kids. He doesn't treat anyone special, he treats them all the same. In class if you have a problem and really want to talk it over with a teacher they don't seem like they will sit down and talk it over with you. They'll just tell you, instead of really explaining it, and go on to the next person. [Sophmore]

If they [my friends] are in trouble [with a teacher] I'll stand up for them. Like just yesterday a guy got sent out in the hall. I wanted to go to because I was talking too. We always have trouble in that study hall messing around. But we don't like to see someone kicked out when everyone else should be kicked out too. I ended up in the hall. But the teacher sent me back. [Junior]

[A teacher's] job is to teach and tell the student what he's doing wrong. But he hasn't got any say about the dresscode and all that -- all he has to do is teach. [Sophmore]

I don't get along with teachers that good. It seems like they don't like Indians. [I can tell] from the way that they act toward Indians. Like if you want to get a pass to go someplace it takes a long time to get it. But if someone else [who is White] goes up there and asked they get it right away. One of my friends wanted a pass. The teacher wouldn't give it to him. I helped my friend get a pass. Sometimes if a student does wrong, if it's a White person the teacher would just laugh at her but wouldn't mark her name down. Teachers are suppose to write some forms out about short skirts, then the girls get sent home and that this friend of mine, she's an Indian, comes every time she comes to school with a short skirt on. The teacher would mark it down right away and [my friend] would get called to the office. I don't want to be a teacher. Kids would call you down. [Freshman]

[The teacher] told me and a friend to go look for something. We went to look for it. We were supposed to look for it on the desk, and couldn't find it. So we told her we couldn't find it. She didn't believe us. Finally we found it. [When we got back to class] all the other kids were done with exercises. The teacher made us do the excercises twice. We told her we weren't going to do them all the way, because it was really her fault we missed them. She was making us do something for her. She got mad because we didn't do them twice. We went in [the locker room] and got dressed. We told her we were going to go to the office. Then she got mad and she started swearing at us and everything. She was going to hit my girlfriend. So then my girlfriend hit her back. [Then the teacher] tried to say it was all our fault

and that we were going to beat her up.
[Interviewer: Did you have to explain all this to the principal?] He didn't believe us. I guess he believed the teacher. But then the White kids told him what happened so he had to believe us.
My mother, I don't know if she visited but she came in a few times. She's on the school board so she goes and talks to them. I tell my parents I don't like High School. My ma always comes in; she calls and talks to Mr. ___.
[Interviewer: Do you think it's helped you any to have your mother talk to Mr. ___?] Not really. The teachers think that you're out to get them in trouble and then they're harder on you. [Teachers and students] treat you different -- like you're not really wanted but they have to take you anyway. [Sophmore]

At the beginning of the year--we were going to work out of class because campus was restricted. A teacher grabbed a friend by the collar, shook him up--I told the teacher to leave him alone. He did. [Senior]

[I've had to stand up for friends against teachers] lots of times. It seems to me that teachers always catch an Indian wearing short skirts and they don't catch White girls. They can come to school like that all the time and we can't.
[Why do you think the teachers do this?] I don't know, they notice you more. I don't talk to my teachers much, even about class problems. [Junior]

A senior who did well academically and was well accepted by both Menominees and White students felt some teachers were scared and let "kids rule the class" and this made more problems between teachers and students:

I'd say the teachers were 50-50. [They do their jobs okay]. I think the newer teachers, and there are a lot of them, are not quite adjusted. I think it takes them about two years before they get fully adjusted to a new school and teaching. A couple of them ain't doing their job because they are kinda letting kids rule the class. They are kinda scared and a little green. A teacher whose taught her for a while knows the kids and will say, "Either learn or get out." A

> new teacher is scared. He gives you chances. Before you know it the kids realize they can get away with almost anything with this teacher. I've heard this year that some of the kids are threatening the new teachers. I don't know if this is true or not.

He also described a possible dynamic operating in Menominee students' perceptions of teacher prejudice:

> [In disciplinary situations] if you investigate, sometimes we the Indians are at fault. You can't realize that at first. You see a teacher grab an Indian and start shaking him up and when he starts screaming prejudice. It looks bad. You get upset.

Principal

Sixty percent (50) of the students were asked to evaluate the High School principal's job performance. Seventy-four percent (37) felt he did a poor job, twenty-six percent (13) felt he was "ok" or "pretty good". None believed he was an excellent principal. All students who discussed the assistant principal felt he was excellent.

Evaluation of Principal

Negative		
Performed job duties poorly	22	44%
Prejudice against Indians	30	30%
Fairly positive		
Preformed job "ok"	13	16%

The principal as enforcer of the rigid structure of High School's rules --(dresscode, closed campus, student conduct codes, suspension and detention rules)spurred negative evaluations from many students. Additionally, the principal's "perceived personality" -- inflexible dictatorial, failure to understand youth and arbitrariness were mentioned. One-third of the respondents felt the principal disliked Indians - and that he used one set of standards for Indians, another for Whites. He "came down on Indians," but not on Whites. Selections from student interviews are presented below:

> [The principal] should not be running the school. I don't know why they put him in here. He don't give us much freedom. Last year just because the freshmen class came over he closed the campus. It seems funny. You can't go anyplace without a pass. I don't know why you can't. [Freshman]
>
> The principal doesn't do a good job. He doesn't understand the kids. He's kind of stern. If someone gets in trouble they call you to the office and get real mad [at you]. The principal will embarrass you in front of some of the kids. Like he'll holler at you right in front of all the kids. That makes you feel embarrassed and bad. Then the principal calls you into the office and he hollers at you. You can explain to him but he doesn't listen to you. He won't see it your way. He only sees it his way and that's it. [Sophmore]

[Interviewer: Who do you think should have his job?] I would really like to see someone in there who understands the kids. Like the assistant principal. He understand the kids pretty good. But the principal hollered at him and said that he was too easy on the kids. [Sophmore]

Everybody says [the principal] is from down south and he worked with colored people. He probably thinks that Indians are colored, too and that he has to work with colored people again and he takes it out on Indians. He really isn't fair. He'll make a judgment when you only make one mistake and he won't give you a chance or judge you over again. He just thinks about that one mistake and he'll never forget it. Even if you try to make it up he won't help you or anything. When you ask him to do something, he'll say "no". He'll watch you constantly and if you do something wrong he won't give you a chance to explain. He just gives you detention or suspension.

[The student had detention to make up. Her aunt and the student talked with the principal about it]

My aunt said, "Well, how much detention does she have to make up". [The principal said] "none". I mean my aunt was there and she heard him. About a month or two later he tells me I've got 147 hours [of detention].

[Interviewer: Why do you suppose he said that?] I don't know. Well, you know, he's so prejudiced anyway.

[Interviewer: Did you have to make up this detention time that you were talking about?] I have to make it up now. I can only stay after school an hour because I have to catch the late bus. Yesterday he said we couldn't ride the late bus. We had to find our own ride home. Last year or the year before that they let you make up [detention] during your study hall or your noon hours. But the principal changed it to after school. He's been just so strict with everybody. So Saturdays I have to find a ride so I can make up all this time. [Junior]

[The principal is] prejudiced against Indians. He puts down Indians. He's hard on us. He won't let you explain if you are late he just suspends you or gives you dentention. Some kids have 150 hours of detention. You can't graduate unless you make it up. I got detention for lateness. I have hours to make up. So on Saturdays my parents have to bring me in 18 miles - one way - to make it up. [Senior]

The kids don't really like [the principal]. And I'm speaking of White kids too. When he is called on the loudspeaker (in a gym class after a pep rally), the whole school starts booing. That's not the thing to do but they do it. When it's [the assistant principal] everyone is all glad and happy. He is really, really a great man. You can talk to him and reason with him and he's just like one of you. But the principal, you can come in and right away he's way above you. You're just nothing. You just take orders from him.

[Interviewer: Do you think that's the reason that the student body doesn't like him?] Probably. We had a class meeting yesterday. The principal was so free about everything, at first. But then after a while he just clamped down on everyone. I was sure that everyone was beginning to like him, the way he was acting -- so free and everything. But then all of a sudden just like that, he just clamped down on everybody. [Like his attitude said] if that's the way you want it you can just be sentenced, to study hall. [Freshman]

The principal gave me some breaks, but still he's hard on everybody. Maybe something bothered him in his life. Maybe he's used to being bossy. It was an MP in some branch of the service. He's sorta a dictator here. I'd really call him a communist himself. [The assistant principal] is good. [Senior]

I had to talk to the principal when I got suspended, and at other times when I had to get passes to go downtown. I get along with him good. I know it's a hard job, but I think he should be more understanding and understand the students and be more fair to Indians. [Sophmore]

I'd say [the principal] does all right for the White people I guess, but not for the people in Menominee county. He could do a lot better. It seems there are more Indians suspended and in detention than Whites. He's hard to talk to. When you go in and talk to him he don't give you a chance to talk. He just puts everything in the way and says you're wrong. There is no sense in trying to explain something to him because it doesn't do any good. [Do you think the students from Shawano County have the same problem talking to him?] I stayed after for detention a couple times. I had to get a ride home. [Junior]

You can't do anything in this school. You get suspended too much. Like I come into the library. The teacher said I couldn't be there and got me out. [The teacher] said I was using vulgar language and took me to the principal. He was going to suspend me. Later I talked to the assistant principal who said I'd just have to apologize. I did. [Senior]

The principal is too strict. He doesn't realize it but he is. Next year it's going to be really wicked. If you get caught skipping one class and you'll have to stay in that special study hall for about a month. There are a lot of kids who do smoke here. They are making a patio. Those kids should be able to smoke there. [Freshman]

I don't think they make the rules very clear to the kids... If there is a rule the kids should be notified about it, they don't bother to explain why. That's why the kids complain every day about the rules and the principal. Personally I get along with him alright, but when you hear how he's bullying kids around, and is prejudiced against Indians it makes it bad. [Senior]

I talked to the principal about my detention. I told him I can't get down here after school and make it up. And if you don't make it up you can't get your diploma. He said I'd have to make it up. He acted real funny about it so I didn't say anything more about it. [Interviewer: Are you making up your detention?] No, I can't. I can't do it in the summer, because I'm going to Stephens Points for Upward Bound. [Junior]

One day I was sick. That night (I was home) I went down to the store to get something for my dad. Somebody in town saw me, called High School and said I was running around town up there. The principal called me in. I told the principal that I wasn't. He started swearing at me and everything. I got up and I left. I had went back to class. He called me out of class and he told me that he never wanted anything to do with me again. Instead of advising kids to go to school, he tells them to quit. He's done it with about 7 or 8 Indians already. He told me that, too, this year. I mean, this was about my best year. I worked 11 or 12 years for a diploma now. I don't see any reason why he tells me to quit.

[Interviewer: Sometimes it's hard to tell, isn't it? Do you think the school board is aware of his attitude toward the students?] I don't know. The students around here are scared to speak up. [Senior]

I don't think too much about him. He's a nice man. He treats different individuals differently. He don't treat everybody the same like he should. He punished kids with low grades, but not kids with high grades. [Sophmore]

[The principal] does a bad job. He's not very popular. And I think he's mean. It's like he's prejudiced. It seems like he's always suspending the Indians, but he hardly ever suspends the Whites. [Freshman]

Last year when I was over there [at Middle School] [the principal] was over there. He came over here this year. And we're stuck with him again. I think he causes lots of [the problems in school]. No one likes him. He tries to make it like a dictatorship here. You can't do anything because he's after you right away. And that's what everybody calls it [initials of principal] dictatorship. [Sophmore]

[The principal always is trying to treat us like little kids. He doesn't treat us like adults. Everytime we used to have a meeting he'd say that you're "young", like cut us down because we're younger than he is. [Freshman]

> If an Indian does something wrong he'll suspend them right away and holler at him. If it's a White kid fighting with an Indian he'll just let the White kids go and suspend the Indian. I stay after for detention. [Sophmore]
>
> Nobody likes the principal. They say he's worthless. I haven't met him yet. [Freshman]
>
> You can't wear beaded watch bands. There's got to be some prejudice for that rule to be. [Junior]

Some students (26%) (most of whom had not talked to the principal, or who were on the Student Council) believed the principal did an adequate, but not excellent job of managing High School. In their opinion he was trying to improve the school but his efforts were not understood by most students nor were they always appropriate:

> The principal is trying to get more Indians on student council. He's trying to get something going where Indians will get more involved [in extra curricular activities]. We are trying to get Indian students with good grades, who don't raise cain, to set an example. They have friends and we want them to get their friends interested [school activities]. Next year we are going to have an activities period for about a half hour before the buses come. The principal wants the Indian kids to go to clubs instead of going downtown and having a cigarette. [Junior]
>
> Myself, I think [the principal is pretty good]. A lot of kids see him as a guy who gives detention and kicks kids out because of long hair. He wouldn't do this if the kids would just abide by the rules and do what they are supposed to do. Personally, I'd like the assistant principal to run the school. He's better. I feel that a person is a person. It would probably be the same wherever you go, the only thing that would change is the personality and the environment but not that much. [Senior]
>
> [The principal does] a pretty good job, I guess. Most of the Indians don't like him though. And you hear a couple of the White students cutting him down too. [Junior]
>
> The principal's doing a pretty good job. Other kids don't look at it from his point of view. [Senior]
>
> I think he does pretty good. I never talk to him. [Sophmore]

Guidance

Each High School student was assigned one of three guidance counselors. The counselors purpose as explained in the High School Students' Handbook was related to:

> To help each individual solve his problems realted to education, to help each individual learn problem solving techniques, to help each understand and better provide for individual needs and interests. The guidance department aims to provide opportunity for the student to achieve to the best of his ability, and to provide help in choosing work careers and to make other personal decisions.
>
> The primary service of the guidance counselor is to counsel the individual student, allowing him to have the freedom to express his ideas and feelings without fear of restriction or punishment. The department provides information for choosing courses of action, and leads the student to assume personal responsibility for decision making.

Three fourths (63) of the respondents were asked to discuss their contacts with High School's guidance counselors. Of these, eleven percent (8) had not met with guidance personnel during the academic year and eighty nine percent (52) had. Class scheduling was the most frequent reason given for seeing counselors, in fact, it was the only reason half the respondents saw counselors. Twenty percent discussed personal or school problems with counselors. In comparison, future oriented aspects of students' lives were not often discussed: three percent had discussed job possibilities, fourteen percent had discussed higher education, five percent had discussed future occupations. Some students believed counselors were helpful, others felt they were not. Many students felt counselors didn't like or understand Indians:

> Counselors are not helpful. They seem just like the principal. You can go there and sit and talk to them for an hour and they still won't understand you. They should try and like Indians. They don't now. [Junior]

> Counselors are not really helpful. Some students can't get across their point of what they want to do. [Junior]

Several students suggested that counselors had lower expectations for Indians than for Whites and therefore did not present or encourage the variety of occupational and education choices for Indians that they did for White students. A senior comment's represented this viewpoint:

> There's an incident I want to tell you about. A group of students from the University of Wisconsin came here to recruit Indians and minority students to the "U" on a special government program. Apparently, they didn't make it clear that they wanted to talk to minority students, because teachers kept sending in White students. My sister [who was down recruiting] got upset and told the head of the program. [My sister] was standing there when the program head told the High School guidance counselor that the University students were here to talk to Indian students about college. [The counselor] said, "Well, the Indians aren't interested, and besides, there aren't any who are high enough academically." A little while before [the same counselor] said to me, "Oh, you're going to a Jewish school. Those Jewish people are really smart." Right there's a prejudiced attitude -- all Jews are smart, all Indians, dumb. How are you going to get someone with an attitude like that to listen to you. Indians are getting more militant. They get more upset, they want their rights.

Selections from student interviews which reflect the range of discussions with guidance counselors, and student attitudes toward the quality of High School counselors are presented below:

> I wanted to be a secretary. I got typing this year and I ain't doing very good in that. The guidance counselor said I wouldn't be able to take no other courses like shorthand or other years of typing because you need to have an average of C or B in typing to go. So now I don't know what I'm going to do after school. [Sophomore]

[I talked to guidance] about scheduling. They weren't very helpful. They didn't take time out with you and show you examples of different schools and stuff like that. If they did it would be more helpful but they don't. [Junior]

When I have trouble with teachers or skipping classes, I talk to a counselor. He's really understanding. I can talk freely with him. He understands me and I understand him. [Sophomore]

Guidance helped me get forms, fill them out and apply for financial aid to college. [Senior]

I talk to counselors about my teachers and my home and myself. [Freshman]

I was so disgusted in January that I wanted to quit. And I did for about a week. Then [a guidance counselor] talked me into coming back to school. [Junior]

I did come in to see a counselor one time about a teacher. He really didn't help me. When he went to see the teacher he said the teacher told him a completely different story. So it really didn't help me. I talked to them about my classes for next year and they just pushed me into some classes I didn't want. I wanted to take home economics. [The counselor] said that since I cooked supper, and cleaned everything at home I didn't really need home economics. The made me take biology, for college preparation. And I don't even know if I'm going to go on to college. They just made me take it anyhow. [Sophomore]

I was sort of flunking in a subject and so I talked to a [guidance counselor]. He thought it was all my fault and that I could get my grades up if I really wanted to. But this particular class I think is sort of hard because we never had science before [in the school I went to].
[Freshman]

I didn't really know too much about them. I thought [the help I got from counselors] was good. They advised me good about what to take, and what field to go into. [Senior]

I want to be a registered nurse. But I talked to a guidance counselor and she said you had to be an A student all through school here. Then I thought about working on these IBM machines. [Sophomore]

When I went with my foster home and stuff like that [I talked to counselors] about what it would be like and how I would get along with my foster parents and stuff like that. And then we talked about my stepmother and the problems that I have at home with her. She was helpful. [Freshman]

The guidance counselor really helped me a lot. He wanted me to get into college. So this inter-racial program selected two boys for college and one boy got drafted. The counselor called me in and asked me if I wanted to go. So I got to go. [Senior]

[The counselors] just told me what to take and what I should take. They asked mostly what I was going to do in the future and that's all. [Interviewer: Are you satisfied with the help that they gave you? The courses that you picked out for next year?] Not really. I wanted to take bookkeeping. [The counselor] said it would be better to take record-keeping and put it down anyway. I didn't like that too much. You can't tell them anything. The counselors are kind of rough and you cna't talk to them too well. [Sophomore]

[Interviewer: Have you talked to anyone of the guidance people about looking for a college or anything like that?] No, not yet. I've talked to my art teachers and she says, you know, I would like to go on to fashion designing and illustrating and I talked to my art teacher and she said to write to Milwaukee Journal and ask them for different schools and what the different schools offer and things because I would like to become a fashion designer. [Freshman]

I never talked to guidance. If I did have a problem I wouldn't know how to start talking to them. [Sophomore]

Student Council

High School Student Council's duties and responsibilities as described in the High School student handbook were minimal and highly controlled by the school's administration:

> The High School Student Council administers the social and activity program of the school. The council's principal function is to authorize and evaluate the activity and social program of the school.
>
> When conducting meetings, clubs and classes operate within the framework of their own constitution and bylaws which must be on file with the student council. When a club wishes to sponsor an activity, permission of the student council is mandatory.
>
> The membership of the Student Council consists of class and club presidents, representatives of various groups, e.g. Badger Boys and Badger Girls State, and representatives at large selected by the students.
>
> The Executive Board of the Student Council acts as a group in setting up the agenda for all meetings. Anyone is welcome to attend a meeting of the Executive Board. Nothing can be brought up in a meeting of the Student Council before the Executive Board has passed on it.

Sixty percent (50) of the respondents were asked about the Student Council. Their discussions presented a variety of opinions about the organization and its effectiveness.

Thirty percent (15) of the respondents felt the Student Council was fairly (but not very) effective in presenting and advocating student viewpoints given the limits of its authority; fifty-eight percent viewed it as ineffective for several reasons -- it was powerless due to the principal, its membership was an elite group of students, the Indian members were prejudiced against Indians, it was unresponsive to Indian students' needs and interests. Twelve percent had no contact with Student Council members, and no opinions about its effectiveness.

Most comments ultimately addressed one issue -- the powerlessness of the Student Council. Its duties were narrowly defined and superficial and the principal's attitude toward the council further limited its power. Thus, most Menominees (including members of the council) felt the council was unable to address the issues they considered important (i.e. dresscode, open campus, prejudice, etc.), let alone effect changes:

> The Student Council couldn't do anything. If we had a different principal we could have more power. [Student Council Member]
>
> Our student council is sort of weak. I'd have to say that because this year everything we try to do about anything the administration says we can't do anything about it.
>
> I think that if the student council were given more power and they used it the right way they would be able to function much better.
>
> I think it would help students and the school if [Student Council] had more power. [Student Council Member]
>
> You don't get anywhere with Student Council. They are afraid to accuse teachers of prejudice. [Junior]
>
> A lot of kids complain about the Student Council. We elect the Student Council and we have about three Indians on it. The kids think that Student Council is supposed to take the complaints from the students to the Student Council and then to the principal. Then from the principal it goes to the superintendent and up as high as it can go. But the kids say that the principal is in the Student Council meetings all the time and that if there are any complaints or rule changes brought up he stops them right there. He makes the decisions. I don't know if he does that or not, but the kids think he does and that he is ruling the Student Council.
>
> I talked to one Student Council member, who was Indian about these things. He said that the principal does come in the meetings. He sits there and stops the things he doesn't want right there. I really don't know what the duties of a Student Council are supposed to be. But it doesn't seem that in [High School] they can't do anything. [Senior who had only been in High School a few months]

> Mostly the Student Council doesn't have too much say in school or about how things come out. I guess [the High School teachers and principal] don't like our ideas so the [Student Council] can't make changes. [Freshman]

> Student Council has not helped! Our principal doesn't seem to give them much power for doing anything. Before something is done it has to go to the principal and he decides whether to do it or not. I'd like to see someone else run the school. There was an Indian Council formed but they haven't done anything. [Senior]

> [We've talked to Council representatives] about changing the rules. They are trying now to see if they can change them. They bring it up with teachers and some of them won't even discuss it.
>
> [Interviewer: What kind of success do you think the Student Council will have in getting some of the rules changed?] I don't know. I think they are going to have a hard time with the principal. He's kind of strict. [Freshman]

> I don't think the Student Council makes that much difference in this school. The members forget to tell the principal what students want, or they tell him and he doesn't think it pertains to the school. He just drops it. So it seems to me it doesn't mean that much. The Student Council should have more power or else students should go to the principal and tell him their views and not go through channels like they do now. [Senior]

> The principal is the head of student council, so he don't bother to listen to students. [Junior]

Several students viewed Student Council members as an elite group who were not interested in the needs or opinions of other students. Some Menominees felt this was because the council's memberships was predominantly White and served White needs. Others believed that even the Menominee members "changed their ways", once they got on Student Council and were more interested in "making it with the Whites" than in helping other Menominees:

I never really talked [to Student Council members] because they don't recognize you unless you are on the Student Council. A couple Indians are on Student Council but those are the ones that are in football and all kinds of activities. And they don't say very much because they are just up there for one thing and that is for their name. They don't really help Menominees. I think the White kids on Student Council should help White kids and Menominees should be helping us more. [Junior]

We Menominees tried protesting. We got two Menominee County students on the Council. And they didn't do a thing, because they were in with the White group and they didn't know Menominee problems at all. They just forgot us and didn't do a thing. Student Council didn't do anything. There should be one person on Student Council who knows our problems to get in there and tell them what's wrong. [Senior]

I wish we had an Indian for Student Council then we could go to him. There are a couple but not in my grade. [Freshman]

Student Council really don't do much. No one hardly knows where they are. You never see [the representatives]. They are all White, anyways. [Sophmore]

Student Council is not effective. If they treated us like the other [White] kids it would be okay. [Freshman]

[Student Council] hasn't done anything for me. They wouldn't help you anyway if you brought them a problem and you were Indian. They'd say they'd try. [Interviewer: Aren't there some Indians on the Student Council?] Yes, but they are just the same and just as bad as the Whites. First, when Menominees get on Student Council they are still your friends. Like [named a Menominee], now he has turned against almost all the Indians. He don't hardly talk to anybody because he's on Student Council. [Interviewer: Why does it seem Indians change when they get on Student Council?] Because they want all of these White kids around here to like them, and they just change. [Junior]

> Kids would hardly know when Student Council was meeting or what they were meeting for. They don't come out in the open. [Sophmore]
>
> Conservative people are on the Student Council. Indians that are on there change their ways and get like the middle class people. [Junior]
>
> Student Council didn't really do much. I've heard that they do what they want. They ask the kids about what they want but they don't even let you know what they did or try to get it. They really don't listen to us. They do what they want. [Sophmore]
>
> The Student Council doesn't help me. There were some things Indians sent to the Student Council and they wouldn't go for it. In the beginning of school we were going to try to get open campus. The student council said we should send the ideas to them. We did. They wouldn't do nothing about it. Maybe they thought it would bring them trouble. [Freshman]

Some positive evaluations of Student Council are presented below:

> Oh, maybe once in a while I talk to Student Council about the dress code. They are going through something right now about the dress code and trying to make it more lenient. [Freshman]
>
> I would say Student Council was sorta helpful. [Senior]
>
> Student Council gives you answers when you have a question or problem. [Freshman]
>
> Student Council does okay. There was a group problem that Indians had. I guess an Indian member of the Student Council brought that up and it helped. [Sophmore]
>
> Student Council helped with the changes in the dress code and wearing shorts on the last day of school. Indians on Student Council have helped. [Junior]

Insufficient Menominee membership on Student Council and the Council's refusal to deal with issues of concern to many Menominees (i.e. closed campus, prejudice, rigid rules) prompted a strike or "walk out" by several Indian students in the Fall of 1968. They faulted the council's unwillingness or inability to deal with these issues for the strike. Students' comments about the incident are presented below:

Student Council is not very effective. We couldn't find out when meetings were. And at the meetings they didn't introduce our ideas. We had a strike at the beginning of the year. A bunch of Indians got together. They wanted representation on the Student Council because they didn't think it was getting anything done. The Council ignored Indians' ideas, it didn't recognize any of us because we were a minority, our parents didn't help us either. I went along with the strike because I never heard of anything going on in the Student Council. Even now no one has talked with the Student Council about the problems of Indians. [Sophmore]

The Student Council didn't do much. They could have been doing more. When the students started protesting at the beginning of the year, they could have asked them why they protested and helped them out. [Freshman]

The sit-in was not well organized. I got the blame for organizing it. I wasn't even around. It happened because the student council has no power. As soon as we got in [the current principal] he told the council, "we're going to give you a big responsibility, control of canteen." Now all they do is close it down and open it and tell people to pick up paper. That's about all the voice Student Council has.

A friend and I were going to go watch instead of march. There were teachers at all corners. They caught us and took us to the principal. They called me the great striker and blamed me for the sit-in. I told the principal that I wasn't even there. He didn't believe me so he pulled out the records and found that I was in class at the time. The sit-in didn't help. If anything, I think it turned a lot of people against the Menominees. Because that's all it was, all Menominees. But Indians are bold. They are not afraid of what people think. They will go ahead and do it. The kids [White kids] are around here are mainly afraid of their parents. They are afraid of what the teachers will do. I believe if something is wrong you ought to try to do something about it. The student council isn't doing anything. We have maybe two Indians on the Student Council this year. Almost all these guys go out for sports and that. They become just like these White kids. They don't even bother to look at Indian kids anymore. This morning, (_____,) he's a class vice president for next year, was walking around like mockery. He

had on bells and spear and some old bonnet and was walking around dressed like an Indian. Not many Indians like that. They always call him a traitor. The parents have to battle the school. The Student Council can't make changes. [Junior]

The Indians were having some problems but instead of going through Student Council they had a demonstration themselves. It started out that everyone, Whites and Indians, were going to sit in the gym because they had a closed campus. But when it ended up, it was just all Indians that did it. So they changed the purpose of the protest to where the school was prejudiced and everything. [Junior]

Involvement in School Affairs

Almost all students enjoyed several peer relationships in High School. Menominees usually named other Menominees, rather than Whites as their close friends. A few students felt isolated from Indian and White friendships:

> I don't have many friends in school. I have a lot outside school. High School is a hard school to get along in. The Indians from the county who make good sorta ignore the other Indians from the county or someone like me. They cut me down. I'm light. Kids from Shawano cut me out because I live in Menominee County and don't hang around with them that often. [Senior boy]

Extra curricular activities at High School included: athletics (football, cross country, track, basketball, wrestling, tennis, golf and baseball) cheerleading, band, chorus, class plays and several clubs. Certainly the range of activities and potential for participation was greater for boys than girls.

Seventy percent of the Menominees did not participate in extra-curricular activities, although several occasionally attended school games and/or dances. Non-participation was more characteristic of girls (84%) than boys (58%). Most of these students wanted to belong to clubs or participate in activities but could not because they met after school and transportation to Menominee County was difficult or impossible:

> Last year [when I was at Middle School] activities were during school. We had an activity hour once a week. I was treasurer of GAA. This year we have them after school. If I would participate I would have no transportation home. I have to go on the bus so I can't be in any clubs. [Sophmore]

> The trouble is we have no late bus going home. I think a lot of [Menominee] kids would join clubs and sports but they have no one to take them back home. It's twenty-one miles to Neopit and it's hard to thumb a ride home. [Freshman]

> I don't take part in any [extra-curricular activities] because they are after school and we couldn't come down here. It would be too much trouble for my mom to bring us down here. She took us to a couple of football games, but I never went to dances. [Junior]

A senior boy's comments seem to summarize the plight of many of these students:

> I haven't taken up any sports. I haven't joined any clubs or anything. I wish I had gone out for sports. I think I would have made it good in football and baseball and all that. I really feel sorry now. It is my last year and I realize that I should have. When I first started junior high I wish someone would have pushed me and told me to go out for sports. I didn't go to dances up here because almost every weekend we have dances somewhere in Menominee County. I know most of the bands. When my girlfriend went to this school in her sophmore year we went to the games but when she left I didn't. I used to box in the county but I stopped because it pulled down my grades too much.

Some students felt prejudice on the part of coaches kept Menominees from participating in sports:

> My parents and I think the coaches are prejudiced. My brother is a good player and he never gets chosen for the teams. [Freshman boy]

Girls occasionally belonged to chorus (8%), band (2%) or clubs (5%). Forty percent of the boys participated in at least one sport. In addition one was in a class play, another belonged to a club. Two were on Student Council and one was senior class president.

Menominee Students Participation In Extra-Curricular Activities

	Ninth		Tenth		Eleventh		Twelfth		Total	
	F	M	F	M	F	M	F	M	F	M
None	3-33%	7-47%	3-33%	3-27%	2-17%		5-63%	5-33%	13-34	15-3
Attended a few games			3-33%	2-18%	2-17%			1-7%	5-13	3-7
Attended a few dances		3-20%	1-11%		2-17%			1-7%	3-8%	4-9
Attended a few games & dances	4-44%		1-11%	1-10%	6-50%	2-50%		1-7%	11-29	4-9
Chorus	1-11%						2-25%		3-8%	
Band	1-11%								1-2%	
Clubs			1-11%	1-10%			1-12%		2-5%	1-2
Sports & Others/Total		5-35%		4-37%		2-30%		7-49%		18-4
Football		1-7%								
Football/track		1-7%		1-10%		1-25%				
Football/track/ wrestling/ dances		1-7%		1-10%						
Football/basket-ball/track		1-7%								
Football/track/ dances								1-7%		
Football/basket-ball/dances								1-7%		
Football/basket-ball/baseball								1-7%		
Basketball/track		1-7%						1-7%		
Track								1-7%		
Track/wrestling				1-10%						
Baseball						1-25%				
Football/plays/ dances				1-10%						
Sports/dances/ Student Council								1-7%		
Sports/class president/student Council								1-7%		

Indian-White Peer Relationships

The White kids around here consider us [Indians] more stupid than we are. Like just in class they will cut me down, call me Apache or something. I feel like getting up and hitting them. But it ain't the right thing to do. So I just keep cool and act like it is a joke. If you notice every-time they call names for students in trouble, over half of them are Indians who get kicked out all the time. They don't try to understand what is wrong with these kids. All they do is suspend them. If they don't know what is going on, the heck with them. Half the teachers lack this under-standing. They think we [Indians] should be just the same as the rest of the kids. But we've grown up in a different environment. We haven't known all the good things they have. [Junior girl]

Some Whites say that they just hate Indians. I know that every Indian has to hate a White girl or a White boy and I feel the same. [Sophmore girl]

I have met more friends in High School than I did in grade school. Down in Keshena, it is like you meet the same kids over and over every day. But High School is a big school and you meet more kids when you are more or less on the outside. I call it the outside, when you get out of Keshena you are on the outside. I get along quite well on the outside. I like to travel a lot and all over the country. I like to keep on the move. I don't like to stay in one place too long. Down in Keshena my close friends are Indians. I can talk to them a lot better about my problems, that's my close friends. On the outside I also have close friends but there are certain things I can't say to them that I can say to my friends in Keshena. Otherwise I get along quite well with them [non-Indians]. [Senior boy]

Most Menominee students (92%) had friendships with Indians and non-Indians. Generally students had a few White friends in addition to many Indian friends. They rarely saw whites outside the school context, and usually named other Indians as closest friends. Some respondents had different friends (Indian and non-Indian) in school than at home. Home friends were almost exclusively Menominee:

> Most of my friends are Indian. Most of them [Whites] have things to do, cars and all that to mess around with. The only place I see them is in school. But those other guys [Menominees] I grew up with in the County. [Junior boy]

> Evenings at home I usually go play baseball or guitar with my friends. There's not much to do unless you have a job. I tried to get a job but I haven't been able to get one. Lots of my friends play guitar. About ten of us get together and play. [Junior boy]

> [I have a few White friends] White friends usually do different stuff than you do in Menominee County. My best friends are Indian. Up there [in Menominee County] you can ride horses. Down here you just ride bikes. I get along better with Indian friends. [Freshman]

> When you live in a small town like Neopit you get to know everybody real good. I have a couple White friends. I get along better with my Indian friends. I just feel more secure with my Indian friends, with your own kind. [Junior girl]

> When I'm not in school I'm either with one of my Indian friends or at home in my room. I read sometimes or I have a friend over and we just sit and talk or go to the movie or do something. [Freshman boy]

> Whites are friendly but you don't have that much in common with them. I tell them hello everytime I see one or, we'll talk about our assignments. There are some [White] girls down here that we come down for to a dance and have a good time with. But there are very few of them. I know that my best friends are Indian [Freshman girl]

Few exceptions to this friendship pattern existed. For example, some students (7%) reported Indian friends and no White friends, a few students had more and closer White than Indian friends, others thought their Indian and White friends were equally close.

> My only friends are [Menominees]. [Freshman boy]
>
> Most of my friends aren't Indian. I don't have very many Indian friends. I don't know. The Indian friends that I do have are either related or living some place nearby. [Sophmore boy]
>
> If you get to know some [White] kids they can be just as good as your other friends. I'd say I get along with both [Indians and Whites] real good. I've got a White girlfriend down here and she's just as good as my [Menominee friends]. [Junior girl]

Freshmen were least likely to have White friends. At all other grade levels at least ninety-three percent of the respondents had White friends.

Frequency of Indian and Non-Indian Friendships

	Ninth	Tenth	Eleventh	Twelfth	Total
Indian and non-Indian friends	20-83%	19-95%	15-93%	22-96%	76-92%
Only Indian friends	4-16%	1-5%	1-6%		6-7%
No Data				1-4%	1-1%

Regardless of friendship patterns, fifty-nine percent of the respondents perceived differences between Indians and non-Indians. Twenty-six percent perceived no differences and eight percent were uncertain about the existence of differences. Because of incomplete data, the influence of Indian or Indian and non-Indian friendship patterns on perception of differences between Indians and non-Indians it was impossible to determine. Data are summarized on the following page:

Perception of Differences Between Indians and Whites

	Non-Indian Friends					Indian Friends				
	9	10	11	12	Total	9	10	11	12	Total
Perceived Differences	14-70%	10-53%	10-67%	13-62%	47-52%		1-5%	1-5%		2-33%
Uncertain of Differences	2-10%	3-16%		1-4%	6-8%	--	--	--	--	--
No Differences perceived	4-20%	6-31%	5-33%	4-19%	19-26%	--	--	--	--	--
No data on Differences	--	--	--	3-15%	3-4%	4-100%	--	--	--	4-67%

Data Summary

Had Indian and Non-Indian Friends	Ninth	Tenth	Eleventh	Twelfth	Total
Perceived Differences	14-58%	10-50%	10-62%	13-57%	47-57%
No Differences Perceived	4-16%	6-30%	5-31%	4-17%	19-23%
Uncertain about Differences	2-8%	3-15%		1-4%	6-7%
No Data on Differences				3-13%	3-4%
Had Only Indian Friends					
Perceived Differences	--	1-5%	1-6%	--	2-2%
No Differences Perceived	--	--	--	--	--
No Data on Differences	4-16%				4-5%
No Data				1-1%	1-1%

Menominee students characterized themselves as more friendly, more adventuresome, freer of parental control, more casual, more interested in happiness than success, and better athletes than Whites. In comparison, Menominees perceived White students as less friendly (many Menominee girls thought White girls were "stuck up"), "daintier", more concerned about what other people think, easily pushed around, nicer, more socially proper, more educated, and harder working. They also felt White parents were more strict than Indian parents. Over half the respondents felt

Whites regarded Indians as inferior and/or were prejudiced against them. Selections from interviews where differences between Indians and Whites were discussed are presented below:

> White kids have different interests, different attitudes. To Whites success is the most important thing. For Indians, it is happiness. That you get it right away, is the important value. Whites value money and what other people think. That isn't important to Indians. [Senior girl]

> Whites tend to give in when you want to do something. They aren't as daring. They are scared to do things. They are more concerned with what other people think when they do something. [Senior boy]

> I have a lot of friends. [Some are White] They act kind of funny. Like they don't talk as much. And when they are around their other White friends they act stuck-up. [Freshman girl]

> Whites talk differently. Their means of fun are different. The majority of the Whites don't like to go out and have fun or raise heck. They seem like they are real fragile and afraid they'll get hurt. [Junior boy]

> I have a few friends who ain't Indian. They are different. The friends I've got that aren't Indians always want to do something. They think they can take you in fighting or something like that. They always want to try you. When you do something like that, when they are in a bunch they try to push you around and that. They don't like you as much [as Indians do]. [Sophmore boy]

> Whites are not as friendly. My White friends are a little bit more active. [Freshman boy]

> Some of the kids I hang around with in school I don't see when I'm home [in Neopit]. I hang around with some friends who go to Gresham. [My White friends] don't get in trouble or anything. Most of them I only know in school. I have about 20 Negro friends that I met in Ripon [at Upward Bound.] They were lots of fun. I write to some of them. [Senior girl]

I have quite a few [non-Indian friends]. I get along better with my Indian friends. They are different in a way. Indians don't care what they do. [Junior boy]

Some of my friends who aren't Indian seem nicer. [Freshman girl]

[White kids] don't do the same things we do. Their parents are stricter. [Senior girl]

I don't know what exactly it is. Maybe it's [that Whites] have a chip on their shoulder, or maybe it's just their bad luck. It's just their luck that some kid will try to push them around. [Freshman boy]

In some ways [Whites are different]. It is hard to say. Well, the kids around here, well you're talking to them and they don't have much to say about prejudice or anything like that. You can just tell by talking to them that they are educated. They use words that around in Neopit and Keshena you wouldn't think of using because no one uses them. [Senior girl]

I get along better with my Indian friends because they understand me more better than someone else. Some kids cut down Indians. They probably want to make us mad. [Freshman girl]

[Non-Indians are different] The way they act. They are not so good, like in sports. They are not as good athletes or as active. [Sophmore boy]

I have a lot of friends who are not Indian. They are kind of stuck-up acting and flighty. They are more intelligent than my Indian friends. They talk different. They laugh different and act different. Where you can be more at home with Indian friends you can't be like that with the White kids. They are hard to talk to, in a way. You never know if you're going to say the right thing. Or like -- oh, maybe I shouldn't say this because it may be recorded or what. But with Indian friends if you tell a dirty joke you don't have to be afraid to tell it or be afraid that they are going to say something. But you can tell them a joke and feel free about telling them and you can put in any type of language you want to. They really get a big kick out of it. Really

> laugh about it. But when you tell it to a White person you have got to be careful with your language. They are so "up there" you just can't reach them and become real close. [Freshman girl]
>
> White kids are not real close [friends]. I don't think some White students think that you're quite as good as they are. [Freshman girl]
>
> Whites act more daintier. I get along better with Indian friends. Some kids you can get along with and some kids you can't. But I really think I can get along with Indians better because I'm Indian. To me it seems that when you try to talk to some White girls they just stick their nose up at you and walk away. They don't like Indians. They think Indians are dirty and that Indians don't know manners. [Sophmore girl]

Peer relationships across race and within race were highly complicated. Tensions and accusations of prejudice existed between Indian and White students and within various groups of Indian students: (1) some Indian students believed Whites were prejudiced against them. (2) others felt Indians were prejudiced against whites and (3) some Menominees felt other Menominees were prejudiced against them. Some students agreed all three kinds of prejudice existed at High School.

The prejudice of White students was often discussed by Menominee respondents. Some believed White students' attitudes reflected the larger societal feeling about Indians and were passed on from White parents to their children:

> The White people tell their children that they can't date an Indian boy or girl. It's ingrained in these kids that we're some kind of animal, or inferior to them.
>
> [Interviewer: Why have White parents taken this attitude?] Indians haven't had the advantages. It all goes back to our culture and the way it was destroyed. You see a lot. Sometimes I am ashamed to be an Indian because I see drunks walking down the streets in Shawano in the afternoon or night

and nine times out of ten they're Indian. Right away White people think all Indians are drunks. Or someone breaks into a store. If it is an Indian it is publicized. I have lived in Chicago. Chicago is better. Here I am treated as an Indian. There I am treated as an equal. It was easier to make friends in Chicago. All kids said you were Indian. Wow, it was attention. It was flattering. [Senior girl]

I'd have to say [White kids are prejudiced] because of their parents and because of the way they are brought up. They are brought up thinking Negros are bad. They see Indians so they think they are dark too. I think the parents do this to get revenge for something they don't have. Some Indians are better off than White people. I think White parents use their kids to get back at them. [Senior boy]

A couple of times I ran into problems with prejudice. Like I was friends with a White girl for a long time. I thought I was pretty good chums with her. She thought I lived down here. One day she asked me, "Well, where do you live?" She saw me get on a bus. I told her, "Well, in Neopit." She said, "Neopit, are you an Indian?" I said, "Yes." She said, "Oh" and walked away. She never talked to me after that. I sat there and I didn't know what was wrong with her. I was wondering what I had done. Well, finally I just figured it out and it was her parents who were so much against the Indians. If older people can't curb prejudice themselves, I don't know how they expect the younger ones to. [Senior girl]

This one girl I talked to, her parents are prejudiced against Indians. But she wasn't. I can get along with her real good. She says the reason her parents are prejudiced is because they've heard stories about Indians drinking, and have seen them drunk. This puts bad examples to them. They did not want their kids to hang around with Indians. The girl does hang around with us but she does it behind her parents back. [Sophmore girl]

Over half the respondents believed Whites were prejudiced against them. The prejudice was demonstrated overtly and covertly. Discussions of white prejudice are presented below:

> None of my good friends are White. Some of the White kids are prejudiced. You can just tell when you are talking to a person from the way they look at you. You can tell and by the way their actions are. And quite a few of the White kids are prejudiced. [Sophmore girl]

> In study hall when we [Menominees] pass some White boys, they make fun of us. They call us squaws. That really gets me. We usually go tell our teachers but they don't do anything. [Freshman girl]

> There is a lot of prejudice in High School. Most Whites are [prejudiced]. Some feel they're superior to Indians. I was brought up not to be prejudiced. Most White students say Indians are trouble makers and just want to raise heck. I don't try to make trouble. [Senior girl]

> I have trouble with a few White girls. Like one White girl was going around calling Indian girls nasty names. I was chumming around with these other girls. She called me a nasty name. I got hit. I got hauled in the guidance office for that. And I didn't have anything to do with it. [Sophmore girl]

> There are groups who talk. There are really some White guys who talk really awful about us -- our color and all that. It is just pitiful. And then when you want to talk to a White girl they snob you off. That really hurts. They never make no move to make friends with you. If you want to make friends with them you have to go out of your way. They never make the first move. I try my hardest to make friends. If they don't want to I just give up. [Senior girl]

> Usually when you say something these White people down here will tell you to shut up. Or they say something bad about you. They try to get something [fights] started up. [Freshman boy]

> Yesterday [a teacher] put a White boy in charge of study hall. He let all his White friends talk. The rest of the class had to be quiet. He cut down and embarrassed one of my Indian friends and made her cry. She is kinda heavy set and he told her if she didn't be quiet he would make her write a hundred and fifty times, "I must lose weight." Almost everyone I talked to said he only let his friends talk and told everyone else to shut up. Some [Indian] kids didn't go to study hall because he was there. [Senior girl]

Several students discussed their reactions to situations where White students were prejudiced:

> When somebody's prejudiced to me, I get real mad. So I pick a fight with them. I tell them not to do it. But if they keep on doing it I will go hit them. Older White boys shove me around. So I get just mad and I shove them back. [I've been in] trouble at school because of fights. [Freshmen girl]

Menominee boys had more opportunities for significant cross-racial friendships and participation in High School life. Athletics gave them more mobility than girls. In fact, two boys attributed their popularity [with whites, not Menominees] to their success in athletic pursuits:

> I'm popular. If kids treat me nice, I'll treat them nice. If not, I ignore them. [I have] no problems with White or Indian students. The key is being in sports. Most of the popular White guys went out for the same sports I did. They start associating with me. I started fooling around with them. And I went all the way to my senior year. Up in Menominee County there are only Menominees. When I got here I met white people. I found out if you got along with the white people they'd get along with you. Back home the people who went to High School said the white people didn't care about Indians that much. I found out they do. I haven't noticed discrimination on part of Whites or teachers. [Senior boy]

Some students discussed the tension and problems which occurred with groups of Menominees when they had close White friends or were involved in High School extra-curricular activities:

> I have a lot of friends who are not Indians. They are no different. I don't get along with the Indians as well. Some of them don't like to get involved as much. They are kinda scared, you know, cause they figure someone is going to laugh at them. That's kinda bad for me. There's lots of these. Like the ____ brothers. Other Indians don't like them. There is a class [of Indians] that don't care for them too much because they get involve [in school] too much. You split yourself up too much. They spend most of their time down here like I do. So the other Indians call them 'White lovers'.
>
> [Why do you think you are able to get involved and some of your Indian friends say they can't get involved?] I don't want to stay there [in Menominee County]. I don't think most of them are planning to go to college or anything. I plan on going to college and getting a good education. Most of them up there figure we're just going to finish high school and go to work. Going to school and living other places has helped. Maybe if I'd only lived there [in Menominee County] I would have the same attitude.
>
> I am on the Student Council and we run the canteen. I usually supervise sixth hour. Most of the time after school I have sports. If I don't have sports I work on NYC.
>
> Next year I'll be a mascot for the basketball team. I'll try to get in a one-act play, just for the experience. I'll also be a class officer next year. That's going to take a lot of time. I have to work on the homecoming float a lot. Then this year I was involved in a lot of class things. Like the float for homecoming and the prom committee. I worked on the prom an awful lot. I go to the dances. [Junior boy]

> Right now, I'm training for football. I usually get up in the morning and run or else I go swimming or fishing. Maybe I'll go out at night or something.
>
> [Interviewer: Why do you think you are a popular student?] Well, I guess it is communication between students, other than your race. I mean it is beyond race. I could say associate with the kids, the non-Indians. It's all it takes, I guess. When I was a freshman, I guess I wasn't popular at all. Then I just started communicating with kids and started to get to know them real well. I've had some problems with a few White kids but they really didn't bother me. If somebody told me something, I'd just forget it, unless they started getting violent or something. That's the time to do something about it.
>
> [Interviewer: Do you think there's any prejudice in the student body?] Not as long as you get along with them. Maybe they'll talk behind your back or something like that but that doesn't mean anything. There are always a few. You find there are always a few who are prejudiced. I'm proud to be an American Indian and I always will be. [Senior boy]

However, such success engendered unpleasant repercussions in relationships with other groups of Menominees:

> I don't have trouble with my White friends, but the Indians are giving me a little trouble. They are kind of down. I don't know if they hate us or something, if they have something against our family. They walk behind everyone [in our family] and say "you're sick!" They think we think we are better and don't want anything to do with them because they go out drinking and stuff like that. I don't do any of it. Neither do my brothers and sister. So they think we're too good to go out with them. They just give it to us, you know. Maybe they are jealous because of the sports. My brother built up his sports for us and cousins have it and his brothers before him so that we haven't got a lot of luck with the teachers and coaches like kids think. They had a meeting once and the guy told him that it takes a lot of guts to get the luck. Two of us said it takes guts to go out for the sport and know the teachers. [Sophmore girl]

> White friends are easier to get along with than friends from Menominee County. I went to a dance Thursday night in Shawano. Another friend called and asked me to go to a dance in Keshena. I invited her to go with the rest of my friends to Shawano. She got kinda snobby and said, 'No, I don't go to the Shawano dances.' She thinks the White friends I've got are prejudiced against Indians. She doesn't like Whites. It is true some of them are prejudiced but the friends I've got don't care if I'm Indian. I'm not that much Indian anyway. [Freshman girl]
>
> When you talk to [non-Indian friends] Indians don't pay any attention to you. They must be kinda jealous or something like that. [Freshman boy]
>
> It is easy to have fun with Indians. Indians are always saying that White kids don't like them. They should be friendly. Lots of Indians don't like me because I hang around with Whites. There is lots of prejudice in school here. But Indians try to see it, too. They feel like they are lower. I figure I'm as good as anyone else, so why bother with prejudice? It is dumb. [Junior girl]

Some students discussed the necessity of breaking out of what they considered the dysfunctional constraints of Menominee culture. To do this they cultivated friendships with White students:

> I've found no prejudice from teachers or students [in High School].
>
> [Interviewer: Why do some Indian students feel there is prejudice?] Because some Indians are stubborn. It is hard for them to have someone on their back pushing them. They get sick of it. And, well, they break off into their own groups and then they have conflicts with White groups and start fighting and that gives a bad reputation for the Indian. But if you can break away and not be in an Indian group, you can be yourself.
>
> All the people that have ever made something of themselves from [Menominee County] have gone to different places like Milwaukee. They go because of the Indian people. It is the homes. The whole

> environment isn't healthy. If they could better it up there and where people would want to live there, have recreation and educational systems. The county would want to study and be something. Industry would help to. High School is not prejudiced. The chance is there. Some Indians are stubborn. They just have to try. [Senior boy]
>
> I have lots of White friends -- you have to work for yourself. Some Indians stay in a group. But you can break out and can say no. There are a lot of temptations up there [in Menominee County]. If you want to accomplish something you can break away from these kids. You can't be dependent [on other Indians]. After college I wouldn't want to live in Menominee County. Maybe somewhere around it in Shawano or Green Bay. If I am married, the environment in Menominee County isn't good. [Senior boy]

A junior girl gave her impressions of prejudice of Indians toward Whites and Whites toward Indians.

> It is not only the Whites hating the Indians, but the Indians hating Whites. It is back and forth. [It exists because] kids have an attitude on them that they are better. They don't try to get along. Most of the White kids go by what their parents want them to do. If their parents find out that they are hanging around with an Indian, right away it causes trouble. You feel like you caused it all. I make a point to get to know everybody. I have quite a few friends [who are not Indian]. They are no different than my Indian friends.

A boy who was able to successfully manage friendships with Indians and Whites discussed his situation:

> I've been in High School six weeks. I'm making friends with Indians and Whites. I've got so much White blood in me that Indians think that I'm almost White. There are a couple that think I'm White. The kids here at this school are pre-

judiced against Indians. It is bad because they think I'm White. I can talk to either one and get along with them because I've just got enough Indian blood and enough White blood. I look like a White but I am an Indian. So I can talk to either one. And they [Whites] say, "We're not going to Keshena. We're not going to mess around with some of those kids in Keshena. Because we'll get fleas and lice on everything." Only a few White kids will hang around with Indians. They are all cool guys, too. None of those dopers hang around with Indians.

STUDENTS' RECOMMENDATIONS FOR CHANGE

Nearly all High School students (90) identified at least one area in need of change at High School. Five percent didn't know whether changes were warranted, seven percent felt no changes were needed.

All respondents who recommend changes felt High School rules needed to be more flexible. Specific suggestions included: modifying all rules (5%); making the rules less strict (3%); opening the campus (2%); enforcing rules equally for Indians and Whites (25%) [many students felt teachers and the principal forced Indians, but not Whites to comply]; modernizing the dress-code (59%); lengthening lunch time (17%) and time between classes (6%); changing rules regarding suspension (5%); elementary unexcused absences (6%) and detention (9%), allowing students to leave during study hall (1%), making it hard for kids to skip school (1%) and allowing smoking in canteen (2%).

Students frequently mentioned their dislike of many High School rules. Some felt the rigidty of rules strongly contributed to the tension between Indians and teachers and some problems (e.g. skipping) of Indian students:

> In High School you are tied down. You have no freedom. The rules are too strict. It makes Menominees uncomfortable, makes us skip more and get in more trouble. Menominee County is big, we roam around up there. We want to be free. [Junior]

> I wouldn't have closed campus and I wouldn't be real strict to kids. I think that the reason why the kids really skip school and do stuff like that is because they are treated too wrong. I mean High School is like a prison. We are just locked up in the school. We have got to stay here. We have got to come here day after day. We can't go where we would like to go, I mean, for a good reason. I think that's why some kids skip school and stuff. [Freshman]

> Teachers can't stand study hall. If they ever take the canteen privilege away, I believe they'd have a riot at High School. [Junior]

Changes in school personnel were suggested. Half (54%) wanted teachers replaced or their attitudes and methods changed. One-fourth felt High School needed a better (i.e. more flexible, unprejudiced, more compassionate) principal. New guidance counselors were recommended by a few students (2%).

Ten percent of the respondents felt it would be better for Menominees to have a High School in Menominee County or attend a different school:

> A lot of kids say it would be better if we had a school of our own. But that would be hard too, because there are not really that many of us to have a school just for us. Then some kids say how they wish they could have a bus go up to the Antigo school. I guess quite a few had gone up there and liked it. These things would be better for us. [Sophmore]

Other areas of change included: A modernizing curriculum with more relevant vocational emphasis [i.e. computers] (8%), equalizing the power of students and teachers (2%), improving Indian-White relations (6%), more Indian representation on Student Council (6%), reducing class size (1%), and later late buses (5%).

Two seniors were especially concerned about implementing changes in High School which would help Menominees. They felt the school board was not responsive to the needs of Menominees:

> The school board isn't what it should be. It should pay attention to what Indian parents say. If we Indians say anything [about changes] the board says it's only a minority because the Indian [population in District Eight] is a minority.
>
> [Interviewer: How do you think (is) the best way to make changes in the school?] Have parents come and have them go over their ideas with the board and discuss it and see what changes they can make. Have White people have a committee too and all of them get together and make school better for everyone. But I'm not sure the school board would listen.

Students recommendations for improving High School are summarized below [see Appendix II for selected student comments concerning changes]:

Changes Recommended by High School Students

	Ninth	Tenth	Eleventh	Twelfth	Total
Rules					
Rules in general		2-10%			
Less strict rules	8-33%	3-15%	9-56%	6-26%	26-31%
Open the campus	8-33%	6-30%	8-50%	1-4%	24-29%
Enforce equally	5-21%	5-25%	2-13%	9-39%	21-25%
Dresscode	15-63%	13-65%	10-62%	11-48%	49-59%
Suspension rules		1-5%	1-6%	2-9%	4-5%
Unexcused absences	1-4%	1-5%	3-18%		5-6%
No detention			3-18%	5-22%	8-9%
Lengthen lunch time	2-8%	3-15%	4-25%	5-22%	14-17%
leave during study hall			1-6%		1-1%
Make skipping hard		1-5%			1-1%
Increase time between classes	2-8%				2-2%
Allow smoking			1-6%	1-4%	2-2%
Teachers					
New teachers	7-29%	5-25%	5-31%	5-22%	22-26%
Teachers' methods	1-4%	3-15%			1-5%
Indian teachers	1-4%	4-20%	5-31%	6-26%	16-19%
Teachers' attitudes			4-25%		4-5%
Principal	3-12%	6-30%	2-13%	9-39%	20-24%
Guidance			2-13%		2-2%
Curriculum	2-8%	2-10%	2-13%	1-4%	7-8%
Other					
H.S. in Menominee County	2-8%	2-10%	2-13%	2-9%	8-10%
Make students & teachers more equal				2-9%	2-2%
Improve Indian-White Relations				5-.2%	5-6%
More Indians on Student Council	3-12%	1-5%	1-6%		5-6%
Reduce Class size			1-6%		1-5%
Later late bus	1-4%	1-5%	1-6%	1-4%	4-5%
Don't know what I would change	2-8%	1-5%	1-6%		4-5%
No Changes Needed	4-16%	1-5%	1-6%		6-7%

Appendix I

HIGH SCHOOL
STUDENT HANDBOOK

Loyalty

We're loyal to you, _____ High
We know you're true blue, _____ High
We know you're the best, of all
Schools, East and West
And we greet you with zest,
_____ High, Rah! Rah! Rah!
So stand up for right, _____ High
With red, white, and black unfurled,
We'll back you against the world
We're loyal to you, _____ High

Effort

If you want to live in the right kind of a school
Like the kind of a school you like,
You needn't slip your clothes in a grip
And start on a long, long hike.
You'll only find what you left behind
For there's nothing that's really new.
It's a knock at yourself when you knock the school;
It isn't the school! It's you!
Real schools are not made by men afraid
Lest someone else get ahead.
When everyone works and no one shirks,
You can raise a school from the dead.
And if you make yours a personal stake,
Your neighbor can make one, too.
You school will be what you want to see-
It isn't the school! It's you!

1/

Student Code

We, the students of _____ High, in order to assure our privileges, do hereby, recognize our responsibilities toward our school and community.

We feel that the following student code contains fundamental standards of behavior which should be the goal of every student.

To achieve these standards, a responsible student should:

1. Support and participate in school activities.
2. Maintain high standards of sportsmanship.
3. Respect the rights and possessions of others.
4. Show proper respect for authority.
5. Attend classes regularly and promptly.
6. Promote high moral standards for himself and others.
7. Conduct himself in a manner so as to bring respect to himself, his school and his community.

Student Conduct

High school students are always expected to conduct themselves as teen-adults. In high school, it is your privilege and duty to get an education. Getting an education is a "full-time" job. As in any good organization, there are certain things every good student will do:

1. Walk, do not run, in the corridors or to the cafeteria.
2. Get to classes promptly.
3. Keep noise at a minimum with no shouting or whistling.
4. Respect the facilities of the school by not defacing school property.
5. Keep halls neat and clean.
6. Put waste material in the containers provided.
7. Keep lockers locked; do not permit any other person to use your locker.
8. Always act properly in speech, dress, and general conduct.
9. Obey all school rules.

Good Sportsmanship

_____ High has always been proud of its athletic teams and the student body has supported them wholeheartedly in victory and defeat.

We are members of the Mid-Eastern Conference and compete with other members in football, cross country, basketball, wrestling, baseball, track, tennis, and golf. In addition to athletics, the Mid-Eastern Conference holds contests in dramatics, speech, debate, and music.

Members of the Mid-Eastern Conference are: Menasha, Clintonville, New London, Two Rivers, Kimberly, Kaukauna, and _____.

Your pledge as a student of Shawano High should be:

1. I will support the whole school program.
2. I will consider my athletic opponents as my guests.
3. I will never attempt to antagonize my guests.
4. I will always cheer the opposing team as it appears on the floor or field.
5. I will always respect the decisions of the officials.
6. I will stand during the playing of the opponent's school song.
7. I will applaud an opponent who makes a good play.
8. I will give the opposing team rooters a fair opportunity for their yells.
9. I will reamin until the game or the contest is over.
10. I will remember that the reputation of the school depends upon my conduct during the game and after it.
11. I will endeavor to make the school known for its good sportsmanship.
12. I will remain silent when free throws are attempted.
13. I will hope for victory, but will accept defeat with dignity.
14. I will attempt to be a good sportsman, knowing that it is essential, to be sure, to good citizenship.
15. I will try my best to attend all interscholastic contests.
16. I will participate actively in the saying of the Pledge and the singing of the Star Spangled Banner.

TO THE STUDENTS OF _____ HIGH SCHOOL:

This handbook has been developed for the students of _____ High School, with the thought in mind that if certain information, rules and regulations, and suggestions were written down for you and your parents to read, that your tenure in high school might be more profitable and more meaningful.

In school as in our democracy, each student must accept the responsibility for his own actions. Every American youth has a right to be educated, but this is not an absolute right. It is limited and qualified by the student's ability to respect constituted authority, to recognize the rights and privileges of others, to maintain high personal standards and to give evidence of a sincere desire to profit from his high school education.

As students in this high school, you have an opportunity that many young people in the world cannot even dream of: the opportunity to acquire a formal education -- an education that can become the ladder to success. However, as students, you must be willing to build the ladder and then have the desire to climb it. As high school students, we want you to receive just as good an education as you can possibly receive.

The community, your parents, and the school staff provide the opportunity for you to learn and encourage you to take advantage of the opportunity, but the final responsibility rests with you, the student. You must be willing and able to devote the time that is needed and the effort that is necessary to take advantage of the opportunities which you have. No one here can learn for you; you must learn for yourself. I hope each member of the student body will capitalize on the opportunities that are available within our school, and each, according to his own ability, will achieve the utmost from these opportunities.

I sincerely hope that your high school experience will be one of much success and individual satisfaction.

Principal

Guidance Department

The purpose of the guidance counselors is to help each individual solve his problems related to education, to help each individual learn problem solving techniques, to help each understand and better provide for individual needs and interests. The guidance department aims to provide opportunity for the student to achieve to the best of his ability, and to provide help in choosing work careers and to make other personal decisions.

The primary service of the guidance counselor is to counsel the individual student, allowing him to have the freedom to express his ideas and feelings without fear of restriction or punishment. The department provides information for choosing courses of action, and leads the student to assume personal responsibility for decision making.

Counselors will be specializing in certain areas, and for this reason and perhaps for other personal reasons, students might want to visit other than their assigned counselors.

Guidance Personnel

..... Counselor
..... Counselor
..... Counselor
..... Secretary

Scholarships

There is a wealth of information in the Guidance office about scholarships which is available for further education. It would be to your advantage to look at this information early in your high school career so that you can make plans accordingly. Your school and many local organizations also offer various scholarships.

There are also other means of financing further education. It is very important that you avail yourselves of the opportunity of discovering what they are. Consult your teachers, guidance personnel, or principal.

You and Your School

Your parents, through Joint District #8 Board of Education, have provided you with a fine educational institution. They have provided a good physical plant, modern teaching equipment, and a competent staff. Every year many thousands of dollars are spent to provide a good educational program for you. Let's get the most out of this great educational expenditure by your daily attendance, and through active participation in all phases of school life. Let's do our best every day.

In any school situation, a series of regulations is vitally necessary. The following policies have been established for our mutual welfare:

Class Work

While you are in school, your school work is of primary importance. It is your first responsibility. Here you will learn, not only specific high school subjects, but if you aim for success, you will acquire habits of citizenship and character traits which will carry you into adult life.

It is expected that every day you will prepare each of your lessons to the best of your ability; that you will faithfully meet all school obligations; that you will give enthusiastic support to all school activities; that you will be loyal to your teachers and you fellow students; and that you will give something of your time and energy to your community in return for providing you the opportunities of a high school education.

A class recitation is as good as the pupils in it. Be on time for class. When the bell rings for class to start, stop talking and get down to the business at hand. Cooperate with the teachers in making each classroom an orderly, interesting, and efficient place of instruction.

Closed Campus

Students may not leave the campus during the school day. If a student wishes to have permission to go home to eat during lunch hour, there must be a letter on file with the signature of the parent or guardian requesting permission for you to come

home to eat. The lunch periods are very short, and if there is any question about whether or not you can get back on time, you should remain in school for your lunch. You must either go home for lunch, participate in the hot lunch program at school, or carry your lunch. Your lunch must be eaten either at home or at school.

Cars and Parking

For the safety and welfare of all students, the following rules and regulations apply to all students who drive cars or other motor-driven vehicles to school. Failure to comply with these regulations will result in forfeiture of all privileges of driving such vehicles to school:

1. All cars must be registered in the school office.
2. No cars are permitted to leave the school grounds during the day unless special permission has been granted from the office.
3. Students will not be permitted to drive home for lunch.
4. Students are not to loiter in cars during the noon hour or at any other time during the school day.
5. Cars must also be driven according to good driving regulations.
6. All cars must be parked in assigned parking places.

Announcements

All announcements must be written out on the proper form supplied by the office. Each one must be filled out and signed by a teacher or principal. Most announcements will be made the first thing in the morning. Other announcements may be made during the course of the day when deemed necessary by the office. When announcements are made, all students are expected to listen quietly and to take note of those items which affect them.

Hot Lunch Program

The cafeteria affords students hot and nourishing luncheons. The prices are .40 daily or $1.50 weekly. Those students who bring their lunch to school will also eat in the cafeteria.

Lunch tickets will only be sold in the hot lunch line on Mondays or the first day school is in session during the week. Tickets can be purchased as a single ticket or by the week. After the tickets are sold in the hot lunch line they will be sold for the rest of the week in the office.

Unmannerly, rude, loud behavior cannot be accepted in the school cafeteria or in any part of the school. It is the responsibility of each student to do all in his power to keep the cafeteria, as well as all other parts of the building, neat and clean.

Attendance

It is important to the school to know the reason for a student's absence on the first day of his absence. When at all possible, please telephone the school office, 526-2175, before 11:00 a.m. if the student is absent for the whole day, or just the morning, and before 2:00 p.m. is the student is absent in the afternoon. Regulations for planned absences are described in a paragraph below.

Procedure to Follow When Returning To School After You Have Been Absent

Absentees will be responsible for contacting each teacher when they have missed any or all classes for any reason whatsoever.

A list of all absentees will be posted each day on the bulletin board in the main corridor. It is each student's business to check this list after returning from being absent to see if your absence was excused or unexcused. Your teachers will also have a list of the absences each day. In the event of an unexcused absence, please report to the office. If it is determined that your time must be made up, you will receive a slip indicating how many detention hours you must serve in order to make up your unexcused time. The slip will also give the date or dates to report. Each student who has an unexcused absence must report to the office some time during the first day that he is back in school.

All unexcused time from school must be made up. Unexcused

absences may result in loss of credit for work made up, parental conferences, suspension of expulsion from school.

Those students whose names appear on the absence list but have neither unexcused or excused notes beside their name must report to the office immediately upon return to school with their excuse. Teachers will not admit these students to their classes until they have picked up the proper form in the office denoting whether their absence was excused or unexcused.

Planned Absence

There are instances when a parent knows ahead of time that he will want a student to accompany him on a planned trip or other excusable absence. In such instances, parents must contact the school principal to get permission for such absence of a student. The student will then pick up a "Permission To Be Absent from Class" sheet from the office. This requires the signature of each teacher the student has, the signature of the parent, and the date or dates the student will be absent, as well as the signature of the principal. It is not the intent that all the work need necessarily be made up before your absence. However, satisfactory arrangements must be made with each teacher before any work can be left undone before leaving. All arrangements should be made as far in advance as possible in order that teachers have sufficient opportunity to plan for the absence of the student.

Truancy

Truancy is defined as unexcused absence of one or more days from school during which the school has not been notified in writing of the legal cause of such absence by the parents or guardian. Skipping a class for no valid reason is considered truancy. Truancy will ordinarily result in the student being suspended from school. Parents must return with you to reinstate you after a suspension.

Corridor Passes

Corridor passes are for EMERGENCY only. They are to be issued by the classroom teacher. No student is allowed in the corridor during class time without a corridor pass. Students

are to show corridor passes to the student monitors upon request. Abuse of this privilege will be dealt with in the office.

Detention

Detention will be indicated and assigned by the principal's office only. Detention hours will be assigned by the principal's office and may include time after the regular school day, Saturday mornings, or vacation periods. Detention is to be a study period. Students must be prepared to do class work during the period. Reading library books and approved magazines may be permitted. The student whose conduct is not acceptable during detention will not receive credit for the period.

All detention must be made up at the time designated by the office. Failure to make up assigned detention time will result in further disciplinary action.

Students who have an excessive number of detention hours may be declared ineligible for school activities and suspended from school at the discretion of the principal.

All detention must be served before a diploma will be issued. If all detention has not been served, your annual will not be issued to you on annual day.

Teachers who desire may ask a student to stay after school in their rooms, under their supervision, until all work is completed. Parents will be informed regarding this.

Illness or Accident During School Day

If you become ill, or in case of accident, during the school hours, report to the office and request permission before leaving school. All students must sign out before leaving school. Arrangements must be made for transportation before leaving school if transportation home is needed.

Permission to leave school for reasons other than illness must be granted through the office. You must not leave school at any time without permission which is granted in the office. There is a sign out slip in the office which must be filled out

by the student together with the person who authorized the departure.

Tardiness

Repeated tardiness to school and tardiness to class cannot be tolerated. Detention and/or suspension can result from unexcused tardiness.

Close of the School Day

Students are to be out of the school building by 4:00 p.m. unless they are detained for some activity or detention. Students are not permitted to be in the building without teacher supervision.

Students waiting in the building for transportation or because of some other unforseen circumstances must remain in the main lobby and not wander about the building.

Procedures for Students Who Withdraw From School

A withdrawal from school or a transfer to another school must be preceeded by a form signed by the parent or guardian, the principal, librarian, and each teacher indicating that all of your responsibilities have been taken care of.

Student Fee Schedule

* Book Deposit (Book $1.00 and Materials $4.00) $5.00
* Activity Fee $4.00
* Annual $4.00
* $1.00 of the book deposit is refunded at the end of the year if books are returned in good condition.

* The activity fee includes all lyceums and programs given during the year e.g. music, speech activities and plays, and admission to all athletic contests or events, and any other miscellaneous student activities.

* The Annual is not required. However, if the order is not placed by (January 10) the cost will be $5.00.

Total fees required of all students $9.00
With Annual $13.00

There are also shop fees which include all materials used in making various projects which belong to the student after the teacher has released the project. The project will be released after all work has been completed and all fees for the project paid for.

Smoking

No smoking is permitted on the school grounds or in the school building. Smoking in school or on school grounds is considered a very serious offense and may result in suspension from school. This rule also applied when participating in, or attendance at, school activities or when on school trips. Cigarettes may not be carried on the person in the classrooms.

Lockers

Steel lockers are provided for your protection. They are to be kept locked at all times. You are not to give the combination to any one or to use any other locker except yourown. Violations of this will be dealt with in the office. If there is anything wrong with your locker, report it to the office. Lockers are not to be abused by rough treatment. Do not leave valuables in your lockers. You may check these in at the office.

Text Books

Basic textbooks are free to all students. There is a $5.00 rental fee charged by the District, $1.00 of which is returned to the student at the end of the school year if the books are returned in satisfactory condition. All textbooks must be covered. You may purchase book covers at the store or you may make your own proper cover. No writing except the student's name, which is written in pencil, should be found in the book. Books damaged or lost will have to be paid for by the student responsible. Teachers will issue and collect all textbooks.

School Building and Property

Each student should observe all possible care in the use of school buildings, furnishings and property, and will be held responsible for any damage either through intent or carelessness. Put all waste paper in waste baskets. Do not mark or mar, in any way, the floors, walls, or school furniture.

Gum Chewing

Gum chewing is not permitted in school.

School Events (Conduct)

Outsiders and visitors judge the school and the students of the school by standards of student conduct. Every student owes a visitor, speaker, or entertainer a courteous hearing. Part of your education should be the building of habits of common courtesy. If members of the student body persist in acts of discourtesy, they will not be permitted to attend extra-curricular activites.

At all assembly programs you are to sit in your assigned seat. Failure to do so will result in possible exclusion from all programs.

At basketball games high school students are to sit in the east and center section of the south bleachers. Middle school and grade students will sit on the west end of the south bleachers. Visiting students will sit on the west end of the north bleachers.

Fighting Will Not Be Tolerated

Students have a right to come to school and participate in all activities without fear of being molested, assaulted, or threatened. If any one does this to any student, it is to be reported to the office at once. Fighting or threatening will result in immediate suspension from school.

Student Dress

Students are to dress in good taste at all times. There are some types of dress which are not in good taste and have no

place in a school atmosphere. The School Board of District #8 has set up, as part of its written policy, the following standards of dress and grooming.

Boys

a. proper grooming
b. proper hair styling; hair cut when needed; no long bangs (at least one inch above the eyebrow)
c. Belted trousers or belts worn when trousers are not belted.
d. shirts buttoned properly
e. turned down collars
f. appropriate footwear; no boots; no cleats
g. no blue jeans with exposed metal rivets
h. regular shirts to be put into the trousers - only correct square-cut sport shirts may be worn outside of trousers

Girls

a. decorous use of cosmetics
b. no cleats on shoes
c. proper grooming
d. no boys' shirts
e. only square-cut blouses are to be worn outside of skirt; all others to be put inside of skirt
f. proper length of skirts. No skirt may be more than 4 inches from the floor when kneeling in an upright position.
g. no coulottes, no matter what style, to be worn in school
h. no boots of any type

Failure to comply with these regulations will be dealt with in the office. Continuous violations of them will be dealt with severely.

Dance Code

1. Dress in school clothes.
2. Do not stand around; take seats.
3. Non _____ High students admitted

a. from visiting team and with activity ticket.
b. someone who is attending with a _____ High student
c. alumni who request permission from chaperones

4. People who will not be admitted
   a. students who have dropped out of school during the year.
   b. people from other schools other than visiting team
   c. adults who have had no previous association with the school
   d. students or adults under the influence of intoxicating liquor
5. Dancing for enjoyment and recreation (not demonstrative or affective)
6. It is the responsibility of sponsoring groups to make the necessary plans and arrangements for the dance.
7. Students are expected to accept supervision gracefully.
8. Once you come to the dance you may not leave unless you intend not to return.
9. The executive committee of the student council and student council members specifically, as well as other students in school, act as a committee of one to make criticism and recommendations on the behavior of students at the dance.

Telephone

A student is not to use the office telephone except in the case of emergency. There is a public phone provided for students.

Lost and Found

The lost and found department is located in the school office. Articles found should be taken to the office. Report any lost articles to the office.

Bus

Students riding on the buses are to conduct themselves at all times like young adults. If you have any problem concerning the buses, come to the office.

Report Cards

Report cards are issued periodically. Grades are of the following type:

A. . . Superior. Does excellent work; combines speed, accuracy, thoroughness and originality in his work; seeks and accomplished tasks for himself.
B. . . Above average. Does good work and accepts responsiblities if asked.
C. . . Average. Usually does the required work well and is dependable and cooperative.
D. . . Below average. Seldom works without being urged or is unable to complete assignments and avoid errors.
Inc. . Required work has not been completed because of unavoidable absence.
F. . . Has not done satisfactory work in this subject.

Graduation Requirements

Eighteen (18) academic credits plus physical education are required for graduation. These academic credits include certain required courses which must be passed satisfactorily no matter how many credits a student has.

Students must attend high school for four years in order to graduate. Exceptions will be made for earlier graduation through the administration, and this will be done only under extraordinary circumstances and by written application.

All fees must be paid and all detention served.

Most institutions of higher learning, including many technical and vocational schools, have specific requirements to get into certain departments. Therefore, you would do well to plan your program with a great deal of care and an eye on the future.

Library

The library provides material for all branches of work. It is available to all students and faculty for reference and reading.

At the beginning of the period, students may report to the library rather than the study hall. Attendance slips will be passed out to the students to sign. At the middle of the period, students may come from the study hall to the library and students who wish to return to the study hall may do so.

Classroom teachers may allow students to come to the library at any time, but they must issue a library permit if the student wishes to return to the classroom before the end of the hour, the librarian must sign the pass and note the time on the pass.

Library identification cards will be issued to each student.

THESE I.D. CARDS ARE IMPORTANT . . . GUARD AND PROTECT THESE CARDS. . . These cards are to be considered in the same class as credit cards. You, the student, are responsible for all materials charged to your cards. The following are the general regulations:

1. You must present your card when checking out a book.
2. Your card must be signed by you.
3. The number on the card is yours and no one else's. Guard it.
4. If your card is lost or stolen, report it to the librarian as soon as possible. The librarians will try to stop any books charged to your card. This does not release you from your obligation. A new card will be issued at the costs of $1.00.
5. Your card will be used only by you. Do not lend it to anyone.
6. Library privileges will be revoked and your I.D. card recalled if:
   a. your library books are overdue for more than 5 days
   b. your library fines are not paid.
   c. you are excessively late to the library
   d. you are guilty of nuisance violations.
   e. you are suspended from the library for any reason. The length of the suspension will be determined by the librarian. The term of the suspension will not begin until the library card has been surrendered.

7. All books must be returned in the slot provided for this purpose. If left on top of the main desk, we cannot be responsible if it is missing.

All students are expected to take proper care of all materials, return the materials and pay all fines promptly. Any material damaged in any way must be paid for by the guilty party.

The fine for late books is .02 a day. Overnight books must be returned by 8:05 the following morning or a fine of .10 per period will be assessed.

All students are expected to be quiet in the library and avoid all unnecessary talking, moving about, or other disturbances. Help keep the library clean by picking up any paper or other materials from the carpeting. Put your chairs back under the tables and return all materials to the proper place in the library after you are finished with it.

Fire Drills

Fire drills will be held at regular intervals throughout the school year. Directions are posted in each room. Every person in the building is to leave promptly and quietly at the sound of the alarm. Return to the building when the recall bell sounds, in the same quiet manner as you left the building.

Student Council

The _____ High School student council adminsters the social and activity program of the school. The council's principal function is to authorize and evaluate the activity and social program of the school.

When conducting meetings, clubs and classes operate within the framework of their constitution and bylaws which must be on file with the student council. When a club wishes to sponsor an activity, permission of the student council is mandatory.

The membership of the student council consists of class and club presidents, representatives of various groups e.g.

Badger Boys and Badger Girls State, and representative at large selected by the students.

The Executive Board of the student council acts as a group in setting up the agenda for all meetings. Anyone is welcome to attend a meeting of the Executive Board. Nothing can be brought up in a meeting of the Student Council before the Executive Board has passed on it.

Physical Education

Physical education is required of all students except those excused by a medical excuse. Every student must dress for gym at all times. Regulation suits and shoes are required of all. No one is allowed on the gym floor with street shoes. All valuables, such as money, watches, etc., must be locked in the student's locker during class. However, valuables are placed in the student lockers at the student's own risk. See suggestion for safekeeping of valuables under "lockers". No one is to be in the locker rooms while class is in progress.

Varsity Athletics

Inter-school athletics is one of the most important activities in _____ High School. Among them are football, cross country, basketball, wrestling, tennis, track, golf, and baseball.

Membership is open in all athletic events to anyone who will come out and try for a position. Those who are interested and possess a desire as well as ability owe it to themselves and the school to come out for these events. There is an activity for everyone in school. Equipment is furnished and everyone is expected to give his best at all times.

Athletic Council

As athletes are representatives of _____ High School, it is felt that a definite set of conduct rules be set down and strictly adhered to by all members of all athletic teams. Athletes must keep in mind they represent, to their fellow students, and to the community, the best examples of the prin-

ciples and talents their school has to offer. Proper conduct must be followed at all times;

> "Conduct--Any boy whose habits and/or conduct (namely the use of alcoholic beverages, tobacco, profanity, acts of immorality, or other unacceptable conduct in or out of school) make him unqualified to represent the ideals, principles, and standards of his school and the WIAA, shall be suspended from interscholastic competition by the Administrator in charge. The period of the suspension will be determined by the Administrator." (WIAA Bulletin)

The athletic council consists of all members of the school coaching staff, the principal, and one member of the guidance staff. Any violations or alleged violations will be brought before the athletic council. The council will decide each case on its merits.

Disciplinary action may involve:

a. Dismissal from athletics, and/or all extra curricular activities for a definite period of time.
b. Withholding letter or medal award.
c. Disciplinary action in one sport, automatically places a player on probation for all athletic teams until there is a review and re-instatement to athletics by the athletic council. The review will come after a request for reinstatement by the student. This is after a period of rule adherence, promise of continuance of good conduct, and a willingness to abide by the Council's decision.
d. Each individual coach may have additional training rules for his particular sport.
e. The above stated rules are for all participants out for all athletics as well as cheerleaders.

Training Regulations

1. Any boy guilty of smoking or drinking will be barred from athletics until such time as designated by the athletic council.

2. Boys out for athletics are expected to maintain desirable school habits and civic relationships.

3. Boys are expected to attend practice conscientiously.

4. Dress, hair styling, conduct must meet with socially accepted standards as set forth by the faculty, administration and coaches.

5. Any violations of these regulations will be brought to the attention of the athletic council.

WIAA Insurance

All athletes are covered under WIAA policy. They pay a certain portion of the premium when the register for athletics. This covers them only during the athletic season.

Other students must furnish their own protection. The rest of the student body is not under WIAA protection. There is opportunity offered for those who wish protection under a private insurance plan if they do not have a family plan of their own or want additional coverage.

Cheerleaders

Tryouts for cheerleaders are held in the Spring of the year. Students are chosen by the physical education department and the cheerleader advisor.

Members must follow the rules given by the advisor and must attend all games at home and away if transportation is provided. Cheerleaders represent the student body, the school, and the community. As such, they are to conduct themselves at all times befitting young adults.

Cheerleaders are under the same regulations as the athletes and are responsible to the athletic council.

Awards

American Legion
John Perrault Award
Legion Scholarship
Dr. William Cantwell Award (Agriculture)
Badger Award (Agriculture)
FFA Star Chapter AWard
Badger Girls State
Badger Boys State
Bausch and Lomb Science Award
Betty Crocker Award
DAR Award
John Phillip Sousa Award
FBLA Scholarship
Junior Women's Club - Nursing
Hospital Auxiliary - Nursing
Letters and Medals for extra-curricular activities
Wedgewood-Thimke Oratorical Award

Class Plays

There are one-act plays for all classes as well as a three-act school play. Inquire about these and participate as much as you can. There are many activities involved in putting on these plays and you can be part of them.

Homecoming

The Homecoming is _____ big event in the fall. It begins with a parade including the band, class floats, various club and organization floats, and all the school students. The floats are judged in competition. A pep meeting around a bonfire, a football game, and a dance are on the agenda for the evening. A queen is chosen to reign over the days' affairs by the Varsity Football Squad. Her date is subsequently the King.

Prom

The _____ High School Junior Prom is sponsored by the Junior class. Admission is charged for all students attending. The Junior Class elects the Prom King and is in complete charge of this event with Student Council and administration approval.

Music

There are many opportunities for students to participate in the music curriculum in _____ High School:

Wind Ensemble
Marching Band
A Cappella Choir
Sophomore Chorus
Boys 9th grade Choir
Girls 9th grade Choir
Girls Chorus
Madrigals
Dance Band
Clarinet Choir
Brass Choir
Miscellaneous ensembles

An operetta, lyceums by all musical organizations, and various musical festivals are participated in by all these organizations. This department is one of the most active in the school and your participation is encouraged.

Clubs

There are various clubs in school which do an outstanding job in various school activities and which are of credit to the school. For information, be sure to contact the advisor of the organization. Attend the first meeting and see what the club has to offer you and what you could contribute to the club. Belonging to, and participating in, an organization is a very important part of your high school career.

It is very possible that other clubs may be started if there is enough interest in the type of activity which is to be sponsored. Each club must have an advisor and its constitution must be approved by the Student Council.

Amateur Radio Club
Electronics Club
Future Business Leaders of American
Future Farmers of America
Future Homemakers of American
Audio-Visual
French Club
Latin Club
Future Teachers of America
Girls Athletic Association
Lettermens' Club
Junior Red Cross
Library Council
Monitors
National Honor Society
Quill and Scroll
Math Club
Aviation Club
Cheerleaders
Debate Club
Tumbling Club

Studying

Some high school students will be required to spend more time studying than others. It is a well established fact that each person gets out of a course that which is important only if he is fully prepared for each day.

The following are good suggestions for studying:

1. While a teacher is giving assignment directions, pay strict attention to them; if there are any questions, ask them at that time. Never begin an assignment without knowing exactly what you are to do.
2. Do not rely on your memory for assignemtns, write them in a notebook. You should have a notebook for each class.
3. Reduce distractions to a minimum while studying.
4. Have a well-lighted desk, on which are only the necessary study materials.
5. Know what you are to do, how to go about doing it, and work to completion.
6. Concentrate on the subject at hand.
7. Avoid interruptions.
8. Have a definite place for studying.
9. By keeping a regular daily schedule, you will develop good study habits.
10. Studying will, become easier if you develop right attitudes. The "I don't like it" and "I can't do it" attitude won't get you anywhere. Try to find some reason for liking a subject you are required to take.
11. If you do not understand, se your teacher the same day. Teachers are on duty until 4:15 p.m. You can also get help during the supervised study which is given at the end of each class.

You Make the Class

A class recitation is as good as the pupils in it. Be on time for class. When the bell rings for class to start, stop talking and get down to the business at hand. Cooperate with the teachers in making each classroom an orderly, interesting, and efficient place of instruction. There are some suggestions

for making a recitation class efficient

1. Do you come to class with your assignment well prepared?
2. When you are asked a question, do you answer it completely or just by a word or two?
3. Do you speak so that all can hear you? Remember that teacher is not asking the question merely to find out what you know, and she is not particularly interested in the answer for her information. Do not form the habit of having pupil-teacher recitation.
4. Do you pay attention while other members of the class are reciting? If for no other reason courtesy demands class attention.
5. Are you honest with yourself and with your class members when the teacher calls upon you and you do not know the answer to the question? Everyone will have more respect for you if you say, "I don't know", than if you try to bluff the answer. Insincerity is easily detected.
6. Do you interrupt an explanation being given by the teacher or another student, or do you wait for permission to speak?
7. Are you alert at all times to detect errors in explanations and answers, and do you point them out in a courteous and friendly manner?
8. Do you avoid trying to monopolize the discussion by raising your hand constantly?
9. Do you avoid bringing into the class discussion material that does not pertain to the subject?

Appendix II

Selected Discussions of Changes Needed at High School

Rules

I'd change some of the rules, but first I'd talk with the kids and hear what they had to say about it and then I'd try to work out something that they both [principal and students] would agree on. I know they'd like the dress code changes and campus opened. [Sophmore]

I would change the time between classes, whether to give the kid an unexcused absence thing, I'd change some of the dress rules, especially how and shoes. [Freshman]

In the winter if you want to come in slacks or something, I don't see why you really couldn't. Because you are the one who's studying and I think you can do it with slacks on, if you are more comfortable. [Freshman]

The dresscode is kind of strict. It should be simmered down a little. You have to wear belts. Sometimes if you have loops they look better than belts, but you have to cut your loops off. A couple of girls I know got sent home because their dresses were too short. They didn't look that way to me. [Senior]

I would make the dresses about six inches and let kids wear bangs. I'd open campus. You see a lot of us, maybe, go downtown. It gives us something to do. You have to have an excuse from your parents and sometimes it doesn't always work. [Freshman]

The thing that most kids get mad about is that there is no open campus. I would open it. I wouldn't make it open for all over the whole town. I'd just make it so far to where the kids want. I would put a limit to where it was supposed to be opened up to, so that they at least could have a cigarette, that's mostly what they wanted. [Freshman]

I would make a longer lunch hour and I would make it. I'd make it harder for the kids to skip classes. Too many kids skip classes and since I have to go, why don't they. [Senior]

I think it's kind of unfair that some girls, mostly Whites, should be able to wear short dresses and others, mostly Indians weren't. [Sophmore]

I don't see no sense in suspension. They throw you out. It doesn't help you when they throw you out. You just lose your classes for three days. It doesn't make sense. They should talk to you. They shouldn't throw you out right away. [Sophmore]

If it was me, I would treat everybody fair and not just some people get the right to do things and not others. Indians and Whites are equal. [Junior]

I don't like being closed in all the time. Like it's such a long day and you have to keep going and going. You only have half an hour lunch but still that's not too much. It's a closed campus so you can't go. When you want to go you have to get a pass. You just feel all closed in all the time. I think I would let the kids dress the way they want because you can work much better. The way you dress now you have to be real neat around here, you know, and it would be much more comfortable if you could wear what you want to. I suppose this is foolish, but I think I would let the students do what they want and go where they want. If they don't want to go to school, that was their luck, you know. Because a lot of these kids I know quit this year, I don't know why. Maybe they were having trouble or something.
[Interviewer: Do you think students should be allowed to be more self-reliant?] Yes, I do. [Sophmore]

<u>School Personnel</u>

I'd try to get some teachers in there who would really understand you and who would try to be friendly with all the kids. [Freshman]

I guess I'd take out some of the teachers and put in some better ones. I'd change the way some of the teachers are and everything. [Sophmore]

We should have some Indian teachers in [High School]. [Senior]

I'd change the principal. I think he is prejudiced. Maybe I'm wrong. He's the only one I can't seem to get along with, I try but I can't. [Junior]

[The principal is not really good]. I think, like, when he wouldn't ask the school board for open campus again. I don't know if he really tried or not. Maybe he didn't. [Interviewer: Has he made any other rules that you think he should talk to the school board about?] Yes. [Freshman]

The principal is always ready to suspend people. He's not really ready to listen to them and think about their problems and all that. [Junior]

Curriculum

I'd like to see a lot of computer jobs and all this that's coming out, electric jobs. I think they should teach maybe a class in that. Here they have electricity but you could go to any electrician and just watch him, and practically see the same thing. [Sophmore]

We need more job training in school. To learn how to sell, get along with people and file things. We should also have stuff on Menominees. [Senior]